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ABSTRACT

This manual outlines a model for proposals to fund time-limited and ongoing employment services under a program of supported employment for individuals with disabilities. Key components of the model are an emphasis on interagency collaboration, attention to local agencies and the local environment, and adherence to accepted finance and budget methods. Definitions of supported and time-limited services are provided. Two recommended alternative funding methods are described: (1) contracts for supported employment services among and between agencies for groups of consumers, and (2) authorizations of service for individual consumers by rehabilitation and case managers, based on an appropriate unit of service rate. Existing supported-employment models are briefly described. A prototype contract is presented for funding time-limited and ongoing support services within an existing service system, emphasizing recommended funding methods, annual service costs, estimated agency ratio of support, and costs of a follow-along component. Appendices present a budget analysis and unit rate computations, a sample vendor contract, samples of forms to be provided to rehabilitation counselors and case managers, and an article titled "Planning for Change: Interagency Initiatives for Supported Employment" by Mark Hill et al. (JDD)

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RRTC

Toward Employment of Citizens
with Severe Disabilities

INTERAGENCY VENDORIZATION:

EXPANDING SUPPORTED EMPLOYMENT SERVICES

1988

Rehabilitation Research and Training Center
Virginia Commonwealth University

REHABILITATION RESEARCH AND TRAINING CENTER

School of Education
Virginia Commonwealth University
Richmond, Virginia

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INTERAGENCY VENDORIZATION:

EXPANDING SUPPORTED EMPLOYMENT SERVICES

1988

Rehabilitation Research and Training Center
Virginia Commonwealth University

With collaboration from:

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Virginia Department of Mental Health,
Mental Retardation, and Substance Abuse Services

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(Formerly Outline and Support Materials to Assist in the Preparation of Proposals to Provide Time-Limited and Ongoing Services Within a Program of Supported Employment)

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PREFACE

This document has been prepared as an aid to any person or agency interested in improving the employability of persons with disabilities. The authors' philosophy is that the quality of one's life, to a significant degree, depends on one's employment and that the principles of normalization, integration, and fair pay apply to all people.

The promotion of employment strategies currently described as supported employment can be enhanced through the development and modeling of working interagency prototypes (service modality and financial arrangement). Virginia Commonwealth University's Rehabilitation Research and Training Center provides a model for competitive supported employment. The following document, however, is designed to be applicable in many forms of supported employment. The key components which provide versatility are an emphasis on interagency collaboration, attention to local agencies and the local environment, and adherence to accepted finance and budget methods.

The responsibilities of agencies are changing rapidly; it is not realistic to expect that a multitude of new service providers will be able to develop, research, propose, market, implement, and monitor these "new" services without major technical assistance. This assistance might range from proposal writing to program implementation to on-going outcome analysis. The development and modeling of prototypes for supported employment services can smooth the way for many organizations to begin new alternative programming.

Research has indicated that competitive supported employment can be significantly less expensive than previously projected.

Professionals are beginning to focus on a suitable model for funding these integrated employment options. Traditional funding mechanisms of the past often have not met the employment needs of many persons with severe disabilities. The establishment of an appropriate mechanism for funding requires an analysis of the critical service elements associated with the successful implementation of supported competitive employment. These major service elements are as follows:

1. Where the service is provided: The service is provided in the most natural environment possible, which should promote social interaction with non-handicapped individuals.

2. When the service is provided: Services must be provided during and after the consumer is placed in the work environment, and for as long as the consumer requires assistance.

3. Nature of the service provided: The service must be direct and systematic and related specifically to the needs of the existing environment.

There is a critical distinction within the supported competitive model between the traditional purchase of pre-employment services and the use of funds to purchase community based post-employment services. Pre-employment services are designed to deal with some unknown environment of the future. The provision of post-employment services allows consumers to be placed in paid employment settings where training is provided for the skills required in existing work environments. This enhances the validity of the training program and the efficiency of the service system.

The Research Division of the RRTC, in cooperation with the Virginia Departments of Rehabilitative Services and Mental Health, Mental Retardation and Substance Abuse Services, has developed a financial model for cooperative funding of time-limited (TES) and

ongoing employment services (OES). In this model, time-limited services are provided by the Department of Rehabilitative Services and follow-up/follow-along supported services are provided by long term public and private agencies. These long-term agencies may include the departments of mental health and mental retardation, developmental disabilities, social services, private organizations, and for school-age individuals, the public school system.

The RRTC has made significant progress in the implementation of this model in Virginia and elsewhere. A proposal for vendor time-limited employment specialist services was submitted to the Virginia Department of Rehabilitative Services in June of 1984. In July of 1984 the RRTC was approved as a vendor and in October of 1985 this "vendorship" was reauthorized by DRS. The vendor proposal document was nationally distributed by the Federal Office of Special Education and Rehabilitative Services (OSERS) to state agencies interested in funding time-limited employment services (TES) and ongoing employment services (OES).

Following the dissemination of this complex, university-designed proposal, many small organizations were interested in becoming "vendors" of these new services. The RRTC Research Division recognized the need for a simplified manual on how to become a vendor of TES and OES services. The present manual attempts to simplify the financial concepts, and to expand the potential service spectrum. It was designed for use by sheltered workshops, community services boards, private agencies and other interested parties. The Virginia State Departments of Mental Health, Mental Retardation and Substance Abuse Services (DMHMRSAS) and Rehabilitative Services (DRS) have

utilized this manual and the enclosed Appendices in their implementation of funded proposals in several statewide supported employment initiatives.

A number of appendices could be included with an agency's proposal, of course, this is dependent on the material available and on specific local need. One appendix could be a contract for staff training, which would provide assurances for staff competence. Support letters indicating the need for time-limited employment services from rehabilitation counselors, case managers, parents, consumers, and employers would indicate community support, while letters assuring long-term support to consumers from DMHMRSAS, Community Services Boards, Developmental Disability Council, legislators, private foundations, and non-profit organizations would provide some financial assurances for service continuation.

An agreement for program evaluation services is another appendix that might be included. Program evaluation provides data for financial and programmatic accountability, administrative decision-making, program development, and consumer outcomes. Not all of these appendices need to be included, but their inclusion would indicate a vendor who is well prepared to provide supported employment services.

The Research Division at the RRTC has concerned itself with the redistribution of funds from low outcome services to high outcome services. For rehabilitation agencies, this requires careful examination of the funding allocated for work adjustment, evaluation, and extended sheltered employment in regard to consumer outcomes. Services which have the greatest positive effect on consumer outcomes

must be funded. For long-term service agencies (DMHMRSAS) and other day program support agencies, a portion of the funds going to adult activity centers and sheltered employment slots should be redistributed to higher outcome services for individuals requiring ongoing support in paid integrated settings, such as post-VR training and stabilization on the job.

We hope that this manual will assist in clarifying funding avenues and making supported employment options more accessible to persons with severe disabilities.

INTRODUCTION

This document is an outline for proposals to provide time-limited and ongoing employment services (TES + OES) under a program of supported employment. We hope that this model will help potential providers begin direct service to the consumer expeditiously and with a minimum of bureaucratic barriers. This proposal outline is developed from proposals submitted to state and local organizations such as Virginia's Department of Mental Health, Mental Retardation, and Substance Abuse Services (Community Services Board) and the Virginia Department of Rehabilitative Services. The proposals were submitted for vendor approval by VCU's Rehabilitation Research and Training Center (RRTC), and CHD Industries, PROJECT EMPLOYEES Division (a sheltered workshop in Roanoke, Va.) in cooperation with Mark Hill, Research Division, RRTC.

Definitions of supported and time-limited services will be provided for programmatic support. For financial considerations, two recommended alternative funding methods are presented:

1. Contracts for supported employment services among and between agencies for groups of consumers. (It is recommended that if a lump sum contract is used an appropriate unit rate should be computed to facilitate a more accurate financial tracking system.)

2. Authorizations of service for individual consumers by rehabilitation and case managers, based on an appropriate unit of service rate.

The determination of an "appropriate" unit of service is dependent on how the service is provided. For example, daily rates for work adjustment are appropriate if the consumer is receiving the service all day. However, when consumers receive a more varied schedule of service as under supported competitive employment

services, the hourly unit is more appropriate. Individuals are placed into positions which may be full or part time with many or few tasks; therefore, services for supported competitive employment must be monitored more precisely. The number of hours spent with different persons in different jobs vary and purchasers of the service should be billed accordingly.

Six key prerequisites that a service purchaser is likely to value/require of a vendor/provider for these new employment services are:

1. Competent Personnel - The competence and/or the development of competent staff involved will need validation/verification.

2. Local Need - The need for the service should be established in the locality where the service will be provided.

3. Long-Term Support Availability - Confirmation of a commitment for personnel and/or funding resources must be established for those individuals requiring long-term follow-along.

4. Data Based Programming - Service delivery decisions for consumers should be based on appropriate outcome measures; this requires maintenance of an outcome oriented data base.

5. Consumer Appropriateness - The population served should be individuals who would be unable to maintain integrated employment without ongoing support.

6. Funding Arrangement:
   a. A financial accounting analysis which establishes a unit rate for the service to be provided should be initiated. (A simulated unit rate can be found in Appendix A.)
   b. Contract for service amounts should be based on a multiple of the approved unit rate.

If the individually authorized hourly method of funding is selected, start up funds will be required to establish a viable service organization. Start up funding can be requested from a

variety of sources; readers are referred to Appendix D for a review of these sources. Prior to the ending of start-up dollars, an additional request for early start up of hourly rate compensation should be requested through regular case service channels. This would allow for the establishment of a transitional phase reserve account which would help insure the new organization's ability to meet financial demands.

As in all funding arrangements, the follow-along and maintenance support must be provided by a long term service organization. The costs associated with post DRS closure services provided to clients will be delivered by (or in contract with) any organization that can commit long term support. Such organizations include Departments of Mental Health, Mental Retardation, and Substance Abuse Services (Community Services Boards), Developmental Disability Agencies, state and local legislatures, and private foundations such as the United Way. Other long-term support organizations may be available on a local level.

Individual provider organizations do not necessarily have to provide both time-limited service and long term supported services. Long-term support must be provided to meet the federal standards on supported employment, yet each phase of service could be provided by different organizations.

Outcome data concerning consumers (post DRS closure) should be provided to the referring rehabilitation counselor for as long as the client receives services. This will help insure more timely case opening if the individual requires assistance with another position. Since providers are inherently vulnerable to the inconsistent "availability" of case service dollars, additional financial support

strategies need to be considered when providers are financially dependent on individually authorized units of service. The contract for service method is suggested as one alternative for avoiding this dilemma.

In contract for service funding, the amount of the contract should be based on the number of units of service in a given time period and representative of the local need, interagency agreements, and (unfortunately) the availability of funds. (It should be noted here that the availability of funds is as much a function of an agency's priorities as it is the actual dollars available.) The follow along services could also be contracted out (to the same provider or another) for an appropriate number of units of service. Alternately, the follow along organization could hire in-house staff to provide the service.

WORKING DEFINITIONS: TIME-LIMITED SERVICES AND ONGOING SUPPORT SERVICES UNDER A PROGRAM OF SUPPORTED EMPLOYMENT

The following definition appeared in the Federal Register on August 14, 1987:

> "The term 'supported employment' contains three elements: (1) Paid, competitive work; (2) an integrated work setting; and (3) the provision of on-going support services. The proposed regulations define 'competitive work' to mean 'work that is performed on a full-time basis or on a part-time basis, averaging at least 20 hours per week, and for which an individual is compensated in accordance with the Fair Labor Standards Act.'" (Federal Register, August 14, 1987)

When time-limited services are implemented to stabilize a consumer in paid integrated employment, the outcome may be supported or un-supported employment. The Department of Rehabilitative Services, for example, provides a time-limited service. Other employment agencies also provide time-limited services. However, to

meet the federal definition of supported employment, services must be ongoing and provided to those individuals who are unlikely to succeed in integrated settings without ongoing support.

This proposal outline promotes the provision of services by multiple agencies. Interagency agreements which allow for intense time-limited activities as well as for ongoing long-term maintenance activities must be integral to the service.

CURRENTLY IDENTIFIED SUPPORTED EMPLOYMENT PROGRAM MODELS

In the following excerpt from a document produced by Jackson and Associates, "National Leadership Institute on Supported Employment," O'Neill (1985) describes some of the successful models currently accepted as "supported employment." A central tenet of supported employment is that it be delivered in a variety of ways depending on the resources of the community, local economy, disability of the intended participants, funding base, etc.

1. Employment Specialist /Employment Support - The Employment Specialist model establishes employment opportunities for individuals with severe disabilities in local industries on a one-person/one-job basis on jobs at or above the minimum wage. A trained Employment Specialist develops the job in the industry, matches an individual to the job, trains the individual on the job until he/she meets industry criteria and then provides ongoing follow-up support to the individual and the employer for as long as such services are required. Examples of the Employment Specialist model include Virginia Commonwealth University's Supported Employment Project, University of Vermont - Transitional and Supported Employment Services, and Puget Sound Personnel Services, Seattle, WA.

2. Supported Jobs Model - The Supported Jobs Model offers supported employment by placing individual adults in regular community jobs and providing support at the work site as needed for the person to learn and perform the work. The Supported Jobs Model adopts this approach, building on procedures used in earlier competitive employment training programs, by adding procedures for ongoing support. In the Supported Jobs Model, a not-for-profit community agency is funded on the same basis as a day or work activity program. However, it has no building and provides no prevocational

training. All individuals served work in regular community jobs, while program staff are responsible for job development, training on the job, and ongoing support at the work site to maintain employment.

The work opportunities that form the basis for the Supported Jobs Model come primarily from service businesses--restaurants, offices, hotels, and so on--although the model could theoretically provide support in many other kinds of jobs. Because of the interest in serving people with severe disabilities, program staff typically negotiate for positions of 3-6 standard hours of daily work, with the expectations that workers need not function at the average productivity levels of non-handicapped workers. This is done so as not to exclude workers with severe handicaps who may not be able to work at full productivity within the foreseeable future.

The strategy for employment used in the Supported Jobs Model opens up employment in integrated settings to many individuals previously denied such opportunity because of low productivity. By acquiring certification that allows payment below the minimum wage and insuring wages paid are based on productivity, the employer is not penalized for hiring a worker who performs at less than full productivity. An example of the Supported Jobs Model is McKenzie Personnel Services, Eugene, Oregon.

3. Enclave Model - A supported employment enclave provides a useful alternative to both competitive employment and traditional sheltered employment. It maintains many of the benefits of integrated employment while providing the continuous, ongoing support required by some individuals for long-term job success.

   In one Enclave Model, workers with severe disabilities perform work tasks within a host electronics company; a non-profit organization funded by state service agencies provides support to the individuals and the host company. Up to eight workers with severe to moderate retardation are employed, working on a manufacturing line managed by a specially trained supervisor.

   Within the enclave, payment for work performed is commensurate with pay to others within the host company doing the same type and amount of work. Access to work is guaranteed, as for other employees within the company. Persons with disabilities work with others doing the same work, although limited work abilities and behavioral needs may require that workers be situated in proximity to each other to enhance training and supervision. Workers with handicaps receive the same benefits as others in the company with respect to working hours, lunch and break time, and

performance evaluations. An example of the Enclave Model is Trillium Employment Services at Redmond, WA.

4. Mobile Crew Model - The Mobile Crew Model is set up as a small, single purpose business rather than as an extension of a large organization with many missions. A general manager is responsible for small crews having one supervisor and approximately five employees per crew. Companies using the Mobile Crew Model are organized as not-for-profit corporations. Extra costs are incurred in commercial operations because employees work at less than full productivity and require greater supervision than that of workers without disabilities. Such costs are covered by public funds, and do not typically exceed daily rates for day activities services.

   This model focuses on the type of work available in rural communities, such as grounds maintenance and building maintenance contracts. The Mobile Crew Model may also be appropriate in urban areas where there are opportunities to acquire similar service contracts. Examples of the Mobile Crew Model are Cleartec Services, Sunnyside, WA., and Southlane Maintenance Corp., Cottage Grove, Oregon.

5. Benchwork Model - The Benchwork Model is designed to provide employment in electronics assembly work in a service agency which also functions as a business enterprise. Contract work is procured from electronics firms and related industries. Individual workers receive intensive training and supervision on contract tasks. The Benchwork Model was developed in the early 1970s as an alternative to traditional day activity programs to provide long-term employment to individuals previously denied access to any vocational services.

   Operated as small, single purpose, not-for-profit corporations, companies using the Benchwork Model provide employment and related services to approximately fifteen** individuals with severe and profound mental retardation and related disabilities. A small number of highly qualified staff are employed, maintaining at least a 1:5 staff/worker ratio. Examples of the Benchwork Model are the 17 Specialized Training Program sites throughout the Northwest, Massachusetts, and Virginia (EAS, Alexandria).

   Applications of the Benchwork Model, because of the frequent grouping of more than eight persons with disabilities and the more segregated nature of the work setting, may not meet the federal criteria for supported employment. However, it is included here because of its association with the supported employment initiative and because of the interest by program representatives in the benchwork model to develop this option into an actual supported employment opportunity.

6. Entrepreneurial Model - The Entrepreneurial Model takes advantage of local commercial opportunities to establish businesses employing a small number of individuals with severe disabilities as well as individuals without disabilities. Because the model addressess local business opportunities, it functions well in both an urban and rural environment. An example of the Entrepreneurial Model is the Port Townsend Baking Company, a commercial bakery in Port Towsend, WA.

CONTRACT FOR SERVICE FUNDING PROTOTYPE FOR TIME-LIMITED AND ONGOING SUPPORT SERVICES WITHIN AN EXISTING SERVICE SYSTEM

The Virginia Department of Rehabilitative Services (DRS) is using service contracts of case service dollars for the provision of time-limited employment services. This alternative was suggested after discussions between Eggleston Center, a rehabilitation organization providing TES with demonstration funds, and the Norfolk regional DRS office. The two agencies identified problems with the hourly rate method that could be avoided by using a contract for service where the funds would be drawn from the case service dollar pool. The rationale for choosing contract funding rather than hourly authorizations was:

1. Maintaining the integrity of the existing service unit - the hourly method is less stable as a funding source, and staff is less financially secure and more likely to exhibit a high turnover rate.

2. Individual rehabilitation counselors would not have to make monetary decisions concerning TES - some rehabilitation counselors have exhibited reluctance to authorize funds for TES even though the regional administration was supportive of these expenditures.

3. The amount of service to be provided is stable - if additional services are needed, additional contract funds could be provided.

4. There is a significant decrease in the amount of paper work necessary for the rehabilitation counselor as well as for the service provider.

5. Retention rates for clients in employment tend to be higher when the employment specialists have more flexibility/ freedom to provide intervention time "as necessary."

6. With hourly authorizations, there appeared to be increased stress on and between the provider, the case manager, and the rehabilitation counselor.

To prevent counselor "alienation" in a contract for services, it is suggested that the provider of the service be contracted, so that the summary and outcome measure data that would be provided in an hourly rate authorization mode can be obtained. In that way, the unit rate of the summary report could be provided to each counselor regardless of the funding method. The region could then elect to change the funding method at a later date.

INDIVIDUALLY AUTHORIZED UNITS OF SERVICE

If the above contract for service method is not to be adopted, the individually authorized unit service method of funding is suggested as the less desirable (but workable) alternative. As mentioned in the introduction, start up support will have to be considered with this method. The hourly unit rate should be approved before start up funding ends to create an appropriate level of payroll funds for the organization providing the service. The funds recovered could be placed in a bank account to be used for the provider costs, and expended after the start up funds have been exhausted. Additional considerations should be made concerning a short-term contract to provide for start up costs.

ESTABLISHING ANNUAL SERVICE COSTS

One method of arriving at the annual cost for providers is to extrapolate the unit rate established in Appendix A, which is the formula used for the RRTC. The RRTC's rate was first approved in July of 1984 and was renegotiated and approved by the Vendor Services Division in 1985 and 1987. A copy of the RRTC/DRS contract is in

Appendix B. The annual cost for a provider can be computed by taking the simulated unit rate 26.92 (Appendix A) and multiplying it by the available hours of intervention (1196 hours, or 65% of the Direct Service Employment Specialists available working hours) and multiplying that by the number of F.T.E. (full time equivalent) direct service staff. These computations follow:

UNIT RATE $26.92

MULTIPLIED by the available employment specialist intervention time ..... 1196 HOURS
(= Per employment specialist cost: 32,196)

MULTIPLIED by the number of direct service staff (F.T.E.) ..... 4 STAFF

EQUALS the annual interagency amount needed to support a project with 4 F.T.E. direct service personnel (this includes all operating costs) $128,785

For estimating purposes we will project placement of 22 individuals (halfway between 15 and 30). It is expected that 65% of these individuals will ultimately be "stabilized" and require ongoing support. One full-time employment specialist will be required for the follow-along and maintenance of these persons with severe disabilities according to data provided by the RRTC. The budget required to support this individual would be the total units of service that one F.T.E. Employment Specialist can provide (1196) multiplied by the unit rate (1196 x 26.92 = 32,196). A DRS "contract for service" for a first year provider would then be the total cost of the project minus the follow-up/follow-along budget.

PROVIDER ANNUAL COST.....$128,785

MINUS the follow-up/follow-along budget..... -32,196

EQUALS the annual DRS component cost for the service .....$ 96,589

This annual amount could be negotiated on a quarterly basis dependent on favorable outcomes, to insure continuation of quality services. The quarterly contract for service would be $24,147. This method of funding for providers of TES is recommended for areas where need has been established, where competent staff are available, and where existing outcome measures indicate that successful implementation is likely.

ESTIMATED AGENCY RATIO OF SUPPORT FOR TIME-LIMITED AND ONGOING EMPLOYMENT SERVICES

As one agency (DRS in Virginia) stabilizes individuals with disabilities in integrated employment settings, the follow-along costs for other agencies will expand as the pool of persons in these stabilized integrated settings is increased. For example, as depicted in Table 1 on the following page, in the first 12 months, the funding ratio might be 80% DRS and 20% from a local community service board (CSB) or some other cooperating (local or state) long-term service organization. The funding ratio for the second year might be DRS 66% and CSB 34%. In the third year, given an estimated two placements per month and 65% of the individuals placed remaining employed, the funding ratio would be DRS 56% and cooperating CSB 44%. Proportionately, DRS will contribute a smaller portion of the funds for supported employment in each successive year. This ratio will continue to shift indefinitely until all "old" cases for whom supported employment is appropriate have been accommodated, assuming ongoing movement of persons with severe disabilities from segregated settings into integrated work. Table 1 depicts this shifting ratio and estimates the persons placed and maintained based on the experiences of the RRTC. Additionally, an estimated total cost is provided for each agency (inflation and cost of living held constant).

Table 1

Year, Percent of Total Funding, Number of Persons Stabilized-followed Estimated Agency Cost

Estimated Interagency Cooperative Funding Levels						
Vocational Rehabilitation Agency				MR, DD or Comparable Agency*		
Year	% Funding	#Persons Placed	Cost	% Funding	#Persons Followed	Cost
1	80	15-30	$80,000	20	14	$20,000
2	66	15-30	80,000	34	28	40,000
3	57	15-30	80,000	43	42	60,000
4	50	15-30	80,000	50	56	80,000
5	44	15-30	80,000	56	70	100,000

* Any organization that will provide follow along funds can be considered here under "comparable" (e.g. United Way, State Legislative set aside funds, Association for Retarded Citizens, etc.).

Further extrapolation of these figures indicates that, in the 5th year, the total cost to all agencies would be $180,000. The number of severely disabled consumers stabilized is estimated to be 70. The annual interagency cost after 5 years per consumer, should these estimates prevail, would be $2571.

When one compares the increased benefits associated with integrated work to segregated work, the model in this case is cost-effective.

FOLLOW-ALONG COMPONENT

The budget required to support the follow-along effort annually would be the total units of service required for those clients who have been stabilized (DRS closure). For example, one F.T.E. Employment Specialist could provide 1196 hours of intervention and develop a case load of from 10-30 depending on the job/consumer compatibility level. The funds required for each follow-along staff member can be computed by using the unit rate (1196 x 26.92 = 32,196). The follow-along maintenance organization(s) must guarantee the appropriate level of support (funds or personnel) for follow-along/ follow-up services. It is anticipated that a new budget would be negotiated each year to determine the appropriate level of financial support for ongoing maintenance in the coming year and that this amount would be based on the number of persons placed as well as their support time needs. As implemented by the RRTC at VCU, change in a participant's status from time-limited services to ongoing services is based on the stabilization of staff intervention time needed to keep the consumer employed. When the staff intervention time required to maintain the individual in the position is moving from an intensive to a stabilized amount of time, it is construed as part of the time-limited service component. Once the intervention remains stabilized for a significant period of time (8 weeks average in the RRTC population), the case has entered the ongoing follow-up/ maintenance service phase. At this point, funding responsibility is shifted to another agency, and the state vocational rehabilitation agency time-limited service caseload is transferred to a long-term state or local agency for follow along and maintenance services.

Cooperative agreements drawn up by agencies attempting to implement this model should establish their own parameters for changing phases. In the RRTC model, initial training is considered finished when staff time required to maintain the individual in the job falls below 20% of the individual's working hours for two consecutive weeks. The second phase, stabilization, is considered finished when the staff time is no longer required for the consumer's continued employment or for persons with more severe job incompatibilities, when staff time remains below 20% for 8 consecutive weeks (except for acute low frequency occurrences). Closure as a successful rehabilitation is appropriate at the end of the stabilization period. The actual length of the stabilization period may vary for individual consumers. Employer satisfaction with job performance, based in part on a commitment to ongoing employment specialist support, is a key consideration in indentifying the timing for VR case closure.

The position retention oriented phase, which is critical to the success of the individual, has not been provided in the past and has contributed to the currently existing, inadequate service system. This undersupported component is the least expensive in terms of staff time and yet most productive in terms of job duration and retention. Services in this phase must continue indefinitely based upon the needs of the individual. Funding for this phase should be provided by agencies such as the state and local departments of mental health and mental retardation, state and local developmental disability agencies and any other organizations which typically support ongoing facility programs.

Additional information concerning the hourly rate as a unit of service for transitional and supported employment is available in: 1) Appendix A - budget computations, and 2) Appendix B - VCU's approved unit rate forms. Additionally, an article which discusses funding methods and presents case studies of changes in agencies from three Virginia regions is presented in Appendix D.

POPULATION TO BE SERVED

Clearly, many individuals currently in segregated service/ employment environments can be successfully maintained in paid community integrated employment, with a significantly elevated net income, if they are given the appropriate service programming. The "employment specialist" model is one way to improve employment for persons with disabilities. However, as identified earlier, there are many additional strategies for improving consumer employment. As consumer advocates, we need to access and initiate these strategic resources.

The goal of providers is to move as many individuals as possible into the community and to provide the appropriate support necessary to maintain these individuals in their new integrated employment settings. Providers must understand, however, that financial as well as philosophical agency support is required to accomplish this task. Providers can be the liason and facilitator for new programs requiring DRS and long term organization cooperation. In Virginia and nationally, providers of these new strategies are excellent examples of providers functioning as liaison/facilitator.

Appendix A

Budget Analysis and Unit Rate Computations

REHABILITATION RESEARCH AND TRAINING CENTER

Mark Hill, Research Division

HOURLY UNIT RATE COMPUTATION FOR TIME-LIMITED AND ONGOING SERVICES UNDER A PROGRAM OF SUPPORTED EMPLOYMENT

1/87

The following rate strategy was developed in 1984 by the RRTC to provide an appropriate means for providers of competitive supported employment to recover the costs of delivering service. The actual dollars reported in the formula are those used in the 1987 contract negotiation with the Virginia Department of Rehabilitative Services (DRS). In this program individual consumer intervention needs vary greatly and are dependent on the specific assets and barriers associated with each consumer and each employment position. That is, job/consumer compatibility varies and thus intervention levels also vary accordingly. It is suggested that an hourly service unit for intervention is appropriate for tracking the services provided to a consumer by a job coach.

There are two basic ways that a unit of service can be used to financially support a provider of "service." Units can be authorized by the service purchaser for individual consumers or a contract for service can be negotiated for a group of consumers (pre-agreed aggregate of service units).

The formula below is an estimate of component costs for an hourly unit of service. Annual budget extrapolations are made in the final summary table. The hourly unit of service system requires close monitoring to insure appropriate financial support to service providers.

The following is an itemized breakdown of component costs within the unit rate which are necessary to operate an agency providing competitive supported employment.

PERSONNEL

DIRECT SERVICE NAME/POSITION	HRS. PER WEEK/F.T.E.	SALARY	FRINGE BENEFITS	HOURLY RATE	TOTAL
	40/1	18300	27%	11.17	23241
	40/1	18300	27%	11.17	23241
	40/1	18300	27%	11.17	23241
	40/1	18300	27%	11.17	23241
	40/1	18300	27%	11.17	23241
	40/1	18300	27%	11.17	23241
	40/1	18300	27%	11.17	23241
	40/1	20020	27%	12.22	25425
	40/1	21889	27%	13.36	27799
	20/.5	8000	-	-	8000
	20/.5	8000	-	-	8000
	40/1	8.43/hr.	7.05%	9.08	16704
		Total			248615.

MEAN Job Coach (JC) YEARLY COST = Total / Number of Job Coaches (F.T.E.)

248615 / 11 = 22,601

In the RRTC's formula it is estimated that 65% of a job coach's time can be spent directly "intervening" with consumers. When annual, sick, and holiday leave is considered, the annual available hours of intervention is 1196. The formula for computing this follows:

(52 - 6 weeks - 46 weeks available to provide intervention per job coach) (2 weeks for annual leave, 2 weeks for sick leave, and 2 weeks for holiday leave) (46 x 40 hr. wk. = 1840 x 65% time = 1196 staff hours available for client specific intervention time)

Direct service personnel component cost of hourly rate = Mean JC Cost / Mean Intervention Hours

22,601 / 1196 hrs. = 18.90

Although the RRTC estimates that 65% of a job coach's work time can be spent intervening, start-up lag time, lack of referrals, and other varying conditions may prevent this level of reimbursement from occuring. If a provider agency is not provided reimbursement for 65% of the direct service staff's time there will be insufficient funds for that agency to operate. Procedures for providing supplemental funding to cover actual costs are discussed in a research report from the Stout Vocational Rehabilitation Institute, University of Wisconsin, entitled Fee for Services: Principles and Practices Among State Vocational Rehabilitation Agencies and Facilities (Menomonie, WI, 54751, 1986).

NON-DIRECT SERVICE SUPPORT PERSONNEL

Administration		
Center Director.....	5% time, wage and fringe =	2337.
Employment Services Division		
Director.....	50% time, wage and fringe =	21590.
ESD Assistant Director.....	60% time, wage and fringe =	17907.
Bookkeeper.....	15% time, wage and fringe =	3200.
Clerical/Data Entry.....	100% time, wage and fringe =	19050.
TOTAL NON-DIRECT PERSONNEL.....		64084.

Component cost of hourly rate = Total / Number of JC's / Mean Intervention

64,084 / 11 JC's / 119 = 4.87

OCCUPANCY COSTS

Rent, utilities, and maintenance for all project staff is used to calculate occupancy cost.

13.65 persons in vendor services (total staff F.T.E.)
13.65 x $840 (estimate per person) = 11,466 rent, utilities, and maintenance

11,466 / 11 JC's = 1042

Occupancy component cost of hourly rate = JC Mean Cost / Mean Intervention Hr.

1042 / 1196 = .87

SUPPORT COSTS

Telephone per person	220.
Postage per person	267.
Office supplies per person	166.
Technical assistance	1455.
Total	2108.

Support component cost of hourly rate = Total / Mean Intervention Hours

2108 / 1196 = 1.76

TRANSPORTATION COSTS

Average miles per JC = 252 miles @ .205 per mile = 52.66

51.66 x 12 = 619.92 est. yearly average

Transportation component cost of hourly rate = Mean Travel / Mean Intervention

619.92 / 1196 = .52

SUMMARY HOURLY RATE COMPONENTS

COMPONENT TYPE	% OF HOURLY RATE	COMPONENT RATE
Personnel (88%)		
Direct Service	70%	18.90
Non-Direct Service	18%	4.87
Occupancy	3%	.87
Support Costs	7%	1.76
Transportation	2%	.52
Total	Hourly	26.92

Total units of service (annual) available per direct service staff ..... 1196 Hours of intervention

Appendix B

Sample Vendor Contract

C-561055

COMMONWEALTH OF VIRGINIA
VIRGINIA DEPARTMENT OF REHABILITATIVE SERVICES
PROVISION OF SERVICES CONTRACT

I. THIS CONTRACT, made this 7th day of January, 19 87, by and between the Commonwealth of Virginia, Department of Rehabilitative Services (hereinafter "Department"), 4901 Fitzhugh Avenue, P.O. Box 11045, Richmond, Virginia 23230, and VCU/MCV Rehabilitation Research & Training Center (hereinafter "Vendor"), 1314 West Main Street, Richmond, VA, 23284
ADDRESS / CITY / STATE / ZIP CODE

Federal Tax Identification Number (Employer Identification Number) 54-6001758

II. The Department has established minimum standards of approval for various rehabilitation services providers. As part of, and authorized by the federal Rehabilitation Act of 1973, as amended, the standards set forth the intent of the Act for state vocational rehabilitation agencies to procure qualitative rehabilitation services at reasonable costs for handicapped individuals (hereinafter "clients").

III. This mutually agreed upon Contract incorporates both the (1) minimum Standards of Approval set forth for the Vendor in rendering services and/or goods for client usage, and (2) the Department's obligations including reimbursement costs to the Vendor, as stipulated in Appendix A, which hereafter by negotiation and mutual approval by the Vendor and the Department becomes part of this Contract.

IV. The Vendor will provide services/goods primarily (check one) in:

_____vocational training	_____personal/work adjustment training
_____correspondence training	_____tutorial training
_____prosthetic appliances	_____transportation
xx other: transitional employment services	

A. Therefore, the Vendor agrees to:

1. Provide available, qualitative, and necessary rehabilitative services and/or goods needed so that Department counselors may authorize and refer clients for those approved services/goods.

2. Accept referred clients and to provide for current and specific services and/or goods at the agreed upon costs, as indicated in the attached "Appendix A," incorporated into and part of this Contract.

3. Provide fair and equal treatment to clients in regard to non-Department referrals.

4. Be in initial and continuing compliance with all appropriate federal, state, and local laws, regulations, and ordinances

applicable to the vendor's operation, staffing, location, and activities (e.g., the 1973 Rehabilitation Act, the Civil Rights Act, the Fair Labor Standards Act, the Virginia Department of Education Proprietary regulations, the Virginia Department of Commerce).

5. If a training vendor, only (including personal adjustment, correspondence, and tutorial training):

   a. Submit, and comply with an appropriate training outline or curriculum guide, under competent instruction and supervision to/for the client.

   b. Submit an individual client monthly training progress report (RS21 or equivalent) to the counselor by the _____of each month. A copy of the progress report and/or its interpretation shall be provided to the client. A copy shall be inserted in the vendor's client file.

   c. If appropriate, shall be accredited by the Accrediting Commission of the National Home Study Council for correspondence training, or for the college type correspondence training, the vendor shall be certified by the state's Department of Education, and/or any other type of appropriate accrediting/certifying organization.

   d. If appropriate, shall have academic degree(s) and desirable, appropriate working experience suitable for tutorial training at established Department fees.

   e. Immediately notify in writing the client's counselor whenever a client misses five (consecutive or accumulative) service units (days, hours, lessons, etc.) as defined in Appendix A.

   f. Bill the Department on a prorata basis only whenever a client is absent more than five (5) days consecutively or accumulatively per month for prescheduled and preauthorized services.

6. a. Comply with the policies adopted by the Department for the fiscal administration and control of rehabilitation services programs.

   b. Maintain current and accurate financial and other client-related records.

   c. On Department written request, make all such records expeditiously available for audit purposes.

   d. Not withhold consent in regard to obtaining all such records (item 6 b.) in the possession of any third party.

7. a. Bill only the Department, and only after individual client services/goods are rendered.

   b. Bill the Department only on a pro rata basis whenever a client's service program is terminated.

   c. Bill the Department by itemizing all services and goods rendered.

   d. Not bill or make any charges to or accept any payment from the client, the client's family, or any other third party unless the amount of such charges and payments are previously known to and approved by the Department.

   e. Charge the Department and/or accept no more than the agreed upon contracted services/goods/rates as stipulated in the Appendix A, attached.

8. a. Maintain confidentiality as to personal data related to client information.

   b. Not disclose such confidential information without prior, written approval from the Department.

9. a. Accept initial and annual onsite evaluations by Department staff, after appropriate notice is received.

10. a. Accept that initial and continuous approval by the Department is contingent upon:

    1. Demonstrated need determined by the Department that the vendor's service program is needed and appropriate.

    2. Satisfactory Department onsite evaluation reports.

    3. The vendor's willingness and capability to correct program deficiencies after written notification from the Department.

    4. Any other good reason as determined by the Department.

11. The vendor further agrees to indemnify and hold harmless the Department and the Commonwealth of Virginia, and when applicable, its employees and designated representatives, from any and all claims, suits, actions, liabilities and costs of any kind, caused by the performance by the vendor of his/its work pursuant to this contract. Nothing contained herein shall be deemed an express or implied waiver of the sovereign immunity of the Commonwealth.

B. And the Department agrees to:

1. Provide the vendor with written authorization for specific services and/or goods for each such individual client referred.

2. Furnish the vendor appropriate information on the client needed to properly train the client in view of the disability and training requirements.

3. Reimburse the vendor for the duly authorized goods and services rendered as stipulated in this Contract, including the attached Appendix A (services, goods, fee schedule), which will be at the lowest rate charged or accepted by the vendor. All reimbursements shall be based on the assumption that necessary funds will be made available through the appropriate state and federal authorities.

4. Notify the vendor by writing prior to the annual onsite program review required for re-approval purposes.

5. Consider accepting any vendor's request for reasonable services/goods/fees re-adjustments annually after the original date of this executed Contract, customarily after the annual onsite evaluation by the appropriate Department representatives.

6. Notify the vendor by written copy of program evaluation summary report as to vendor effectiveness and efficiency, or any program deficiencies so noted, with suggestions for improvement.

This Contract shall remain in effect until either the vendor or the Department terminates the Contract by giving thirty (30) days notice in writing to the other party. However, the Department may terminate the Contract when in its opinion, the vendor violates any of the terms, of the Contract or for any other good cause shown.

This Contract may be amended only with the express written consent of the vendor and the Department, as attested by the signatures below.

Mark T. Hirt
VENDOR REPRESENTATIVE

Paul J. Alexander 1/7/87
REGIONAL REPRESENTATIVE/DATE

1/7/87
DATE

R. M. Smith 1/14/87
STATE REPRESENTATIVE/DATE

This Contract is approved as to form and substance by the Office of the Attorney General, Commonwealth of Virginia.

EFFECTIVE DATE: 2 1 8.
F-TFMR3VEN
R-III-V

VCU/MCV
Rehabilitation Research & Training Center
1314 W. Main Street
Richmond, Virginia 23284

Headquarters Principal Investigator, Mark Hill
Employment Services Director, Wendy Wood
Telephone: (804) 257-1452

SERVICES/GOODS COSTS

EVALUATION FOR TRANSITIONAL EMPLOYMENT SERVICES
(By IAT only) (Case services Code #199) maximum: 4 hours @$26.92 hour.....total amount..... $107.68

TRANSITIONAL EMPLOYMENT SERVICES
(By IAT only) (Case Service Code #332) per client hourly fee ... $26.92

Transitional employment services are intensive training and support services of a time limited nature provided at a regular, integrated job site by qualified support staff for the purpose of assisting workers with disabilities to obtain paid work and to stabilize in such employment. Service can involve job placement and job development assistance. It is primarily characterized by one-to-one post placement job site training and an emphasis on developing a job environment supportive of integrating the worker with a disability into the regular work force. For those clients who require long term job site assistance to maintain employment, the period of transitional support sponsored by DRS is followed by ongoing support sponsored by an agency other than DRS.

Clients receiving transitional employment services sponsored by DRS must be placed in employment that involves at least 20 hours of paid work per week in job sites within which no more than 8 disabled workers are employed. Job settings utilized must include the opportunity for integration of the disabled worker with non-disabled co-workers.

Transitional employment services have the following components:

Support involved in helping the client get a job (Job Placement):

- structuring efforts to find a job for client and matching client strengths to job needs
- communicating with employers on behalf of client
- planning transportation and/or travel training
- emphasizing parents' involvement in identifying appropriate job for client
- communicating with Social Security representatives
- assist employer to utilize TJTC when appropriate

Support involved in teaching the client a job (Initial Training):

- providing training aimed at improving client work performance utilizing systematic instructional procedures

- o providing necessary social skill training at job site
- o working with employers/co-workers in helping client
- o helping client and co-workers adjust to each other

Support involved in monitoring the client's job progress (On-going Assessment):

- o getting regular written feedback from employer on client progress
- o utilizing behavioral data related to client work speed, proficiency, need for staff assistance, etc.
- o implementing periodic client and/or parent satisfaction questionnaires

Support involved in helping the client keep a job (Fading and Stabilization):

- o implementing planned efforts to reduce staff intervention at job site
- o providing follow-up to employer through phone calls and visits to job sites as needed
- o communicating with employer to maintain accessibility to employment site
- o helping client relocate or find new job if necessary
- o providing job site assistance to client at an intervention level required for client to maintain employment during a period of stabilization

Termination of sponsorship for transitional employment services by DRS is indicated when the client is stable in employment. Specific indicators of job stability are:

- o employer satisfaction
- o completion of the training, adjustment and fading activities of the job coach; and
- o an average intervention time by the job coach of less than 20% of the client's working hours for a thirty day period for those individual disabled workers who will require on-going job site assistance to maintain employment.

Authorizations should be issued based on projected total hours of needed services for an initial training period not to exceed 6 months on any particular job. The level of anticipated support is determined through the DRS counselorin consultation with VCU&RRTC contact person. Written progress reports are provided to DRS counselors on a regular, predetermined basis.

FTID: 54-6001758

FC: 2-1-87

RD: 4-87

Appendix C

Data to be Provided to Rehabilitation Counselors and Case Managers

1. RRTC Data Forms (for more information on these forms see the Data Management System Operations Manual, 2nd ed., Rehabilitation Research and Training Center, Virginia Commonwealth University)
   A. Consumer Information Referral Form
   B. Job Screening Form
   C. Consumer Employment Screening Form
   D. Placement Report
   E. Supervisor's Evaluation Form
   F. Consumer Update
   G. Job Update
   H. Separation Report
   I. Discharge Report
   J. Consumer Specific Intervention Time Recording Sheet

2. Task Analytic Recording Sheet

3. Production Rate Recording Form

Please overlay your letterhead in this space. The letterhead should designate the supported employment provider, not a state agency which represents more than one provider. Take care not to cover the page number designation or the title of the form. Also, do not change the layout of the form in any way.

CONSUMER INFORMATION/REFERRAL FORM (Revised 9/87)

Instructions: Please provide as much information as possible on all items.

Consumer:
Name:_____

SSN:__ __ __/__ __/__ __ __ __

Date: __ __ /__ __ /__ __
mo day yr

Referral Agency:
Name:_____

I.D. Code:_____

Date of Referral: __ __ /__ __ /__ __
mo day yr

Person completing this form:_____

Case Managers: DRS:_____

MHMR:_____

Primary person responsible for this Referral:
_____
Last First
_____
Street
_____ _____ _____
City State Zip Code
( )_____
Work Phone

Consumer Information:

1. Name of County or City of Residence:_____

2. Sex:_____ 3. Date of Birth:__ __/__ __/__ __
mo day yr

4. Address and Phone Number of Consumer:
_____
Street
_____ _____ _____
City State Zip code
( )_____
(Area Code) Home Phone

4a. Current residential situation (Select one only): _____
1 = Independent
2 = Supported living arrangement
3 = Sponsored placement (foster care)
4 = Domiciliary care apartment (home for adults)
5 = Supervised apartment
6 = Parents
7 = Other relatives
8 = Group home/halfway house
9 = Other (Specify):_____

5. Race/Ethnic origin:_____
1 = American Indian
2 = Asian
3 = Black
4 = Hispanic
5 = White
6 = Other (Specify):_____

6. Total number of years in public school:_____

6a. Name of last school attended: _____

6b. Approximate number of years in that school:_____

6c. What type of school was this (enter 1 or 2)? _____
1. A school for students both with and without handicaps
2. A special education center for students with handicaps

7. Excluding SSI payments or other financial aid or trust payments, approximately how much did the consumer earn last year (sheltered or regular job)? If not employed, please enter 0._____

Parent / Guardian / Caregiver Information:

8. Name: _____ _____
Last First

9. Address:_____
Street

_____ _____ _____
City State Zip code

( ) _____ ( ) _____
Home Phone Work Phone

10. Type of Relationship:_____
1 = Natural parent
2 = Relative (including legal guardian)
3 = Non-Relative (legal guardian/friend/advocate)
4 = Group home or other service provider
5 = None
6 = Other (Specify:_____)

History of Services:
Has this consumer previously received services in the following areas:

11. Enrollment in an adult service or activity center: Yes / No
If yes; How many months (Cum. Total):_____
Did this consumer's program include ongoing community-based integration? Yes / No

12. Employment at a sheltered workshop: Yes / No
If yes; How many months (Cum. Total):_____
Did this consumer's program include ongoing community-based integration? Yes / No

13. Employed competitively in community job(s): Yes / No
If yes; How many months (Cum. Total):_____

14. Institutionalization in a state or private residential facility? Yes / No
If yes, how many years/months (Cum. Total)?___/___

15. Government Financial Aid:	Ever	Past month
1 = SSI	Yes / No	Yes / No
2 = SSDI	Yes / No	Yes / No
3 = Medicaid	Yes / No	Yes / No
4 = Medicare	Yes / No	Yes / No
5 = Food Stamps	Yes / No	Yes / No
6 = Public Assistance(Welfare)	Yes / No	Yes / No
7 = Other (Specify:_____)	Yes / No	Yes / No

15a. Total monthly income received from all government financial aid in the past month:_____

16. If not served by this vendor, what is this consumer's probable alternative program?_____
00 = No service or employment
01 = Institutional
02 = Day treatment
03 = Psychosocial rehabilitation
04 = Adult developmental/Activity center
05 = Work activity or Sheltered employment
06 = Entrepreneurial
07 = Mobile work crew
08 = Enclave
09 = Supported job
10 = Supported competitive employment
11 = Public school program
12 = Other (Specify:_____)

16a. If public school is the alternative program, what will the alternative program be after age 22?_____
13 = No service or employment
14 = Institutional
15 = Day treatment
16 = Psychosocial rehabilitation
17 = Adult developmental/ Activity center
18 = Work activity or Sheltered employment
19 = Entrepreneurial
20 = Mobile work crew
21 = Enclave
22 = Supported job
23 = Supported competitive employment
24 = Other (Specify:_____)

Consumer Disability

17. Using the following categories, indicate the applicable disabilities in order of severity to this consumer. If there are no secondary and/or tertiary disabilities, write "none" in the space provided. If more than three disabilities apply, use the comments/specifics section to describe them. If this consumer has been "dually diagnosed", indicate Emotional Disorder and Mental Retardation as the primary and secondary disabilities.
Primary Disability:_____
Secondary Disability:_____
Tertiary Disability:_____

1 = Autism
2 = Cerebral palsy (including spastic diplegia)
3 = Convulsive disorder
4 = Cystic fibrosis
5 = Emotional disorder (Including chronic mental illness)
6 = Head injury
7 = Hearing impairment
8 = Juvenile arthritis
9 = Mental retardation
10 = Multiple sclerosis
11 = Muscular dystrophy
12 = Specific learning disability
13 = Speech / Language impairment
14 = Spina bifida
15 = Spinal cord injury
16 = Visual impairment
17 = Other neurological impairment (Specify:_____)
18 = Other physical impairment (Specify:_____)
19 = Other genetic disorder (Specify:_____)

17a. Comments/Specifics:_____

_____

_____

18. If mental retardation is listed as a disability, please provide IQ data upon which this diagnosis is based.

a. IQ score:_____ b. IQ test name:_____
1 = Stanford-Binet
2 = WISC-R, WAIS-R, Wechsler
3 = Other
(Specify:_____)

c. Retardation level:_____
1 = Borderline
2 = Mild
3 = Moderate
4 = Severe
5 = Profound

d. Date of IQ test: __ __/__ __/__ __
mo day yr
(Please give most recent test information)

19. Ambulation:_____
1 = No impairment
2 = Unsteady gait/excessively slow
3 = Ambulation aides (i.e. crutches, canes, etc.)/independent
4 = Wheelchair/independent
5 = Ambulation aides/requires assistance
6 = Wheelchair/requires assistance

20. Sight:_____
0 = No impairment (include vision deficit that is correctable)
1 = Visually impaired (not correctable)
2 = Profoundly/Legally blind

21. Hearing:_____
0 = No impairment (include hearing deficit that is correctable)
1 = Hearing impaired (not correctable by hearing aide)
2 = Profoundly/Legally deaf

22. Motor-Fine:_____
0 = No impairment that affects work activities
1 = Use of both hands somewhat limits work activities
2 = Use of right hand somewhat limits work activities
3 = Use of left hand somewhat limits work activities
4 = Use of both hands severely limits work activities
5 = Use of right hand severely limits work activities
6 = Use of left hand severely limits work activities

23. Speech and Language Characteristics:_____
1 = Speaks clearly in sentences
2 = Speaks in sentences (unclear)
3 = Uses key words (vocab. under 10 words)
4 = Limited use of manual signs/ pictures
5 = Sounds/Gestures
6 = Fluent sign or picture symbol communication
7 = No meaningful communication system

24. Other additional label. Check all that apply, and also indicate the primary two labels in the spaces provided:

Primary: _____

Secondary: _____

____ 1 = None
____ 2 = Alcohol abuse
____ 3 = Chronic health problems (other than disability listed above)
____ 4 = Criminal conviction
____ 5 = Drug abuse
____ 6 = Obesity
____ 7 = Physically aggressive
____ 8 = Self abusive
____ 9 = Self stimulatory behavior
____ 10 = Sexually aggressive
____ 11 = Sexually exploited
____ 12 = Social maladjustment (Juvenile delinquency, petty thievery, property destruction, etc)
____ 13 = Verbally abusive
____ 14 = Other (Specify:_____)

DRS Information

25. Previous or current services from DRS: Yes / No

26. Current DRS case status for this consumer is (Enter DRS code):_____

27. What is the DRS severity status of this consumer?_____
1-Severe
2-Non-severe

Academic Skills

28. Arithmetic Skills:_____
1 = None
2 = Simple counting
3 = Simple addition/subtraction (numbers over 10)
4 = Intermediate skills (multiplication/division)
5 = Advanced math skills

29. Word Recognition:____
1 = None
2 = Discriminates between common symbols
3 = Recognizes some words
4 = Simple reading (second grade level; reads parts of newspaper)
5 = Advanced reading skills (above second grade level)

30. Time Awareness:_____
1 = Unaware of time
2 = Stops without prompting for breaks and lunch
3 = Can utilize hour hand for appointments
4 = Understands hours and minutes
5 = Tells time without error in daily life

Please feel free to give any other pertinent information:_____

_____

_____

FORM DEVELOPED BY THE REHABILITATION RESEARCH AND TRAINING CENTER / VIRGINIA COMMONWEALTH UNIVERSITY, IN COOPERATION WITH THE VIRGINIA DEPARTMENTS OF MENTAL HEALTH AND MENTAL RETARDATION AND REHABILITATIVE SERVICES (Revised 9/87).

Please overlay your letterhead in this space. The letterhead should designate the supported employment provider, not a state agency which represents more than one provider. Take care not to cover the page number designation or the title of the form. Also, do not change the layout of the form in any way.

JOB SCREENING FORM (Revised 9/87)

Please complete one Job Screening Form for each job the consumer had during the period in question. All items refer to this particular position at this particular company for this particular location.

Consumer:
Name:_____

SSN:__ __ __/__ __/__ __ __ __

Staff member completing this form:
Name:_____

ID Code:_____

Company:
Name:_____
ID Code:_____

Screening Date:__ __ /__ __/__ __
mo day yr

Type of Service/Employment for this report(Select one):_____
1 = Work activity or Sheltered employment
2 = Entrepreneurial
3 = Mobile work crew
4 = Enclave
5 = Supported job
6 = Supported competitive employment
7 = Time-limited (No on-going services anticipated)
8 = Other (Specify:_____)

Type of screening: Initial____ On-going____ Final____

Job Title:_____

Current hourly wage (or wage at last date of employment in this position):_____

Did a wage change occur since the last Job Screening or Job Update? Yes____ No____
If yes, then complete this section:
Hourly rate changed from $_____ to $_____ on _ _/_ _/_ _
Hourly rate changed from $_____ to $_____ on _ _/_ _/_ _

Number of Hours Per Week:_____ Months Per Year:_____

If less than 12 months per year, what months is the job not available?_____

Number of employees in this company at this location: _____
Number of employees without disabilities in immediate area (50 ft. radius):_____

Number of other employees with disabilities:_____;
In immediate area (50 ft. radius):_____

Number of other employees in this position:_____;
During the same hours:_____

General Directions: PLEASE DO NOT LEAVE ANY ITEM UNANSWERED!

Indicate the most appropriate response for each item based on observations of the job and interviews with employers, supervisors, and coworkers. Also circle CI (critically important), I (important), LI (less important), or NI (not important) for each item, to indicate its level of importance in this position.

---

1. Schedule: (Circle Yes or No for each item)	Weekend Work Required	Evening Work Required	Part-Time Job	Full-Time Job
	Yes / No	Yes / No	Yes / No	Yes / No

CI / I / LI / NI
Specifics/Comments:

---

2. Travel Location (Circle Yes or No for each item)	On Public Transportation Route	On Handicapped Transportation Route
	Yes / No	Yes / No

CI / I / LI / NI
Specifics/Comments:

---

3. Strength; Lifting and Carrying:	Very Light Work (<10 lbs) ____	Light Work (10-20 lbs)____	Average Work (30-40 lbs)____	Heavy Work (>50 lbs)____

CI / I / LI / NI
Specifics/Comments:

---

4. Endurance: (No breaks)	Work Required for <2 hours____	Work Required for 2-3 hours____	Work Required for 3-4 Hours____	Work Required for >4 hours____

CI / I / LI / NI
Specifics/Comments:

---

5. Orienting:	Small Area Only ____	One Room____	Several Rooms ____	Building Wide ____	Building and Grounds____

CI / I / LI / NI
Specifics/Comments:

---

6. Physical Mobility:	Sit / Stand In One Area____	Fair Ambulation Required ____	Stairs / Minor Obstacles ____	Full Physical Requirements____

CI / I / LI / NI
Specifics/Comments:

---

7. Work Pace:	Slow Pace____	Average Steady Pace____	Sometimes Fast Pace____	Continual Fast Pace____

CI / I / LI / NI
Specifics/Comments:

---

8. Appearance Requirements: Grooming of Little Importance____ Cleanliness Only Required____ Neat and Clean Required____ Grooming Very Important____

CI / I / LI / NI
Specifics/Comments:

---

9. Communication Required: None/Minimal____ Key Words/ Signs Needed____ Unclear Speech Accepted ____ Clear Speech in Sentences/ Signs Needed____

CI / I / LI / NI
Specifics/Comments:

---

10. Social Interactions: Social Interactions Not Required____ Appropriate Responses Required ____ Social Interactions Required Infrequently____ Social Interactions Required Frequently ____

CI / I / LI / NI
Specifics/Comments:

---

11. Behavior Acceptance Range: Many Unusual Behaviors Accepted ____ Few Unusual Behaviors Accepted ____ No Unusual Behaviors Accepted ____

CI / I / LI / NI
Specifics/Comments:

---

12. Attention to Task / Perseverence: Frequent Prompts Available____ Intermittent Prompts/High Supervision Available ____ Intermittent Prompts/Low Supervision Available ____ Infrequent Prompts/Low Supervision Available ____

CI / I / LI / NI
Specifics/Comments:

---

13. Sequencing of Job Duties: Only One Task Required at a Time ____ 2-3 Tasks Required in Sequence ____ 4-6 Tasks Required in Sequence ____ 7 or more Tasks Required in Sequence____

CI / I / LI / NI
Specifics/Comments:

---

14. Initiation of Work / Motivation: Initiation of Work Required ____ Volunteering Helpful ____ Staff will Prompt to Next Task____

CI / I / LI / NI
Specifics/Comments:

Indicate the most appropriate response for each item based on observations of the job and interviews with employers, supervisors, and coworkers. Also circle CI (critically important), I (important), LI (less important), or NI (not important) for each item, to indicate its level of importance in this position.

---

15. Daily Changes In Routine: 7 or More Changes ____ | 4-6 Task Changes____ | 2-3 Task Changes____ | no Task Changes____

CI / I / LI / NI
Specifics/Comments:

---

16. Reinforcement Available: Frequent Reinforcement____ | Reinforcement Intermittent (daily) ____ | Reinforcement Infrequent (weekly) ____ | Minimal Reinforcement/ (pay check)____

CI / I / LI / NI
Specifics/Comments:

---

17. Employer Attitude: Very Supportive of Workers with Disabilities____ | Supportive with Reservations____ | Indifferent to Workers with Disabilities____ | Negative toward Workers with Disabilities____

CI / I / LI / NI
Specifics/Comments:

---

18. Employer's Financial Requirements: Financial Incentives Not Necessary____ | Tax Credit or Incentive (e.g., TJTC, OJT)____ | Subminimum Wage ____

CI / I / LI / NI
Specifics/Comments:

---

19. Object Discrimination: Does Not Need to Distinguish between Work Supplies ____ | Must Distinguish between Work Supplies with an External Cue ____ | Must Distinquish Between Work Supplies ____

CI / I / LI / NI
Specifics/Comments:

---

20. Time: Time Factors Not Important____ | Must Identify Breaks / Meals / Etc. ____ | Must Tell Time to the Hour ____ | Must Tell Time to the Minute____

CI / I / LI / NI
Specifics/Comments:

---

21. Functional Reading: None____ | Sight Words/ Symbols ____ | Simple Reading____ | Fluent Reading____

CI / I / LI / NI
Specifics/Comments:

---

22. Functional Math: None____ Simple Counting____ Simple Addition/ Subtraction ____ Complex Computation Skills ____

CI / I / LI / NI
Specifics/Comments:

---

23. Street Crossing: None____ Must Cross 2 Lane Street With Light____ Must Cross 2 Lane Street W/O Light ____ Must Cross 4 Lane Street With Light____ Must Cross 4 Lane Street W/O Light ____

CI / I / LI / NI
Specifics/Comments:

---

24. Visibility to Public: Consumer not Visible____ Occasionally Visible ____ Regularly Visible____ Visible Throughout the Day/Ongoing____

CI / I / LI / NI
Specifics/Comments:

---

25. Benefits of Job:
Yes/No 0 = None
Yes/No 1 = Sick Leave
Yes/No 2 = Medical/Health Benefits
Yes/No 3 = Paid Vacation/Annual Leave
Yes/No 4 = Dental Benefits
Yes/No 5 = Employee Discounts
Yes/No 6 = Free or Reduced Meals
Yes/No 7 = Other(Specify):_____

---

26. Level of Social Contact: (circle one)

(0) - Employment in a segregated setting in which the majority of interactions with persons without disabilities are with caregivers or service providers. Example: Adult Activity Center.

(1) - Employment in an integrated environment on a shift or position which is isolated. Contact with coworkers without disabilities or supervisors is minimal. Example: Night Janitor.

(2) - Employment in an integrated environment on a shift or position which is relatively isolated. Contact with coworkers without disabilities or supervisors is available at lunch or break. Example: Pot Scrubber.

(3) - Employment in an integrated environment in a position requiring a moderate level of task dependency and coworker interaction. Example: Dishwasher required to keep plate supply stacked for cooks.

(4) - Employment in an integrated environment in a position requiring a high degree of task dependency and coworker interaction and/or high level of contact with customers. Example: Busperson/Porter.

---

27. CHECK ALL THAT APPLY TO POSITION:

Bus Tables____	Sweeping ____	Dish Machine Use ____	"Keeping Busy"____
Food Prep.____	Assembly ____	Mopping (Indust.)____	Clerical ____
Buffing ____	Vacuuming ____	Food Line Supply ____	Pot Scrubbing ____
Dusting ____	Restroom Cleaning____	Trash Disposal ____	Other _____
Stocking ____	Washing Equipment____	Food Serving ____	_____

COMMENTS:

Rate of employee turnover (annual percentage):

Overall: _____ This position: _____

Number of supervisors:_____ Rate of Supervisor Turnover:_____

Written job description available? _____

What are absolute "don'ts" for an employee in this position (Manager's pet peeves, reasons for dismissal, etc.)?_____

_____

_____

Environmental characteristics (physical barriers, temperature extremes, etc.):

_____

_____

_____

_____

Additional Comments:_____

_____

_____

_____

_____

_____

_____

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CONSUMER EMPLOYMENT SCREENING FORM (Revised 4/87)

Consumer:
Name:_____

SSN:__ __ __/__ __/__ __ __ __

Staff member completing this form:
Name: _____

I.D. Code: _____

Date of screening (month/day/year):__ __/__ __/__ __

Type of screening: Initial_____ Ongoing/Employed_____ Ongoing/Unemployed_____

Total number of hours per week presently working:_____ Months per year:_____

General Directions: PLEASE DO NOT LEAVE ANY ITEM UNANSWERED!

Indicate the most appropriate response for each item based on observations of the consumer and interviews with individuals who know the consumer (i.e. family members, adult service providers, school personnel, employers).

1. Availability: (Circle Yes or No for each item)	Will Work Weekends	Will Work Evenings	Will Work Part-Time	Will Work Full-Time
	Yes / No	Yes / No	Yes / No	Yes / No

Specifics/Comments:

---

2. Transportation: (Circle Yes or No for each item)	Transportation Available	Access to Specialized Travel Services	Lives on Bus Route	Family Will Transport	Provides Own Transp. (Bike, Car, Walks, Etc.)
	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No

Specifics/Comments:

---

3. Strength; Lifting and Carrying:	Poor (<10 lbs)____	Fair (10-20 lbs)____	Average (30-40 lbs)____	Strong (> 50 lbs)____

Specifics/Comments:

---

4. Endurance: (Without Break)	Works < 2 Hours____	Works 2-3 Hours____	Works 3-4 Hours____	Works > 4 Hours____

Specifics/Comments:

---

5. Orienting:	Small Area Only ____	One Room____	Several Rooms ____	Building Wide ____	Building and Grounds____

Specifics/Comments:

---

6. Physical Mobility:	Sit/Stand in One Area____	Fair Ambulation____	Stairs/Minor Obstacles ____	Full Physical Abilities____

Specifics/Comments:

---

7. Independent Work Rate: (No Prompts)	Slow Pace____	Steady/ Average Pace____	Above Average/ Sometimes Fast Pace____	Continual Fast Pace____

Specifics/Comments:

---

8. Appearance:	Unkempt/ Poor Hygiene____	Unkempt/ Clean ____	Neat/Clean but Clothing Unmatched ____	Neat/Clean and Clothing Matched ____

Specifics/Comments:

---

9. Communication:	Uses Sounds/ Gestures____	Uses Key Words/Signs____	Speaks Unclearly____	Communicates Clearly, Intelligible to Strangers ____

Specifics/Comments:

---

10. Appropriate Social Interactions:	Rarely Interacts Appropriately____	Polite, Responses Appropriate____	Initiates Social Interactions Infrequently____	Initiates Social Interactions Frequently____

Specifics/Comments:

---

11. Unusual Behavior:	Many Unusual Behaviors ____	Few Unusual Behaviors ____	No Unusual Behaviors ____

Specifics/Comments:

---

12. Attention to Task/ Perseverance:	Frequent Prompts Required____	Intermittent Prompts/High Supervision Required ____	Intermittent Prompts/Low Supervision Required ____	Infrequent Prompts/Low Supervision Required____

Specifics/Comments:

---

13. Independent Sequencing of Job Duties:	Cannot Perform Tasks in Sequence ____	Performs 2-3 Tasks in Sequence ____	Performs 4-6 Tasks in Sequence ____	Performs 7 or More Tasks in Sequence____

Specifics/Comments:

---

14. Initiative/ Motivation:	Always Seeks Work ____	Sometimes Volunteers____	Waits for Directions____	Avoids Next Task ____

Specifics/Comments:

---

15. Adapting to Change: Adapts to Change____ Adapts to Change With Some Difficulty____ Adapts to Change With Great Difficulty____ Rigid Routine Required _____

Specifics/Comments:

---

16. Reinforcement Needs: Frequent Required____ Intermittent (daily) Sufficient____ Infrequent (weekly) Sufficient____ Pay Check Sufficient____

Specifics/Comments:

---

17. Family Support: Very Supportive of Work ____ Supportive of Work With Reservations____ Indifferent About Work____ Negative About Work ____

Specifics/Comments:

---

18. Consumer's Financial Situation: Financial Ramifications No Obstacle ____ Requires Job with Benefits____ Reduction of Financial Aid is a Concern____ Unwilling to Give up Financial Aid____

Specifics/Comments:

---

19. Discrimination Skills: Cannot Distinguish between Work Supplies ____ Distinguishes between Work Supplies with an External Cue ____ Distinguishes Between Work Supplies ____

Specifics/Comments:

---

20. Time Awareness: Unaware of Time and Clock Function ____ Identifies Breaks and Lunch ____ Can Tell Time to the Hour ____ Can Tell Time in Hours and Minutes ____

Specifics/Comments:

---

21. Functional Reading: None____ Sight Words/ Symbols ____ Simple Reading____ Fluent Reading____

Specifics/Comments:

---

22. Functional Math: None____ Simple Counting____ Simple Addition/ Subtraction ____ Computational Skills ____

Specifics/Comments:

---

23. Independent Street Crossing: None____ Crosses 2 Lane Street with Light____ Crosses 2 Lane Street W/O Light____ Crosses 4 Lane Street with Light____ Crosses 4 Lane Street W/O Light____

Specifics/Comments:

---

24. Handling Criticism/ Stress: Resistive/ Argumentative____ Withdraws into Silence____ Accepts Criticism/ Does not Change Behavior ____ Accepts Criticism/ Changes Behavior____

Specifics/Comments:

---

25. Acts/Speaks Aggressively: Hourly____ Daily____ Weekly____ Monthly____ Never____

Specifics/Comments:

---

26. Travel Skills: (Circle Yes or No for each item)

Requires Bus Training	Uses Bus Independently/ No Transfer	Uses Bus Independently/ Makes Transfer	Able to Make Own Travel Arrangements
Yes / No	Yes / No	Yes / No	Yes / No

Specifics/Comments:

---

27. Benefits consumer needs (Circle Yes or No for each choice):

Yes / No 0 = None
Yes / No 1 = Sick Leave
Yes / No 2 = Medical/Health Benefits
Yes / No 3 = Paid Vacation/Annual Leave
Yes / No 4 = Dental Benefits
Yes / No 5 = Employee Discounts
Yes / No 6 = Free or Reduced Meals
Yes / No 7 = Other(specify):_____

---

28. CHECK ALL THAT CONSUMER HAS PERFORMED:

Bus Tables_____	Sweeping ____	Dish Machine Use ____	"Keeping Busy"____
Food Prep._____	Assembly ____	Mopping (Indust.)____	Clerical ____
Buffing _____	Vacuuming ____	Food Line Supply ____	Pot Scrubbing ____
Dusting _____	Restroom Cleaning____	Trash Disposal ____	Other _____
Stocking _____	Washing Equipment____	Food Serving ____	_____

Medications?_____

Medical Complications/Conditions?_____

_____

Additional Comments:_____

_____

_____

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PLACEMENT REPORT (Revised 9/87)

Consumer:
Name:_____

SSN:__ __ __/__ __/__ __ __ __

Staff person assigned to this consumer:
Name:_____

I.D. Code:_____

Date: __ __/__ __/__ __
mo day yr

Person Completing this Form:_____

Current Case Managers for this Consumer DRS: _____

Date of Hire: __ __/__ __/__ __ MHMR: _____
mo day yr

If After Date of Hire, Date Services by this Program Began: __ __/__ __/__ __
mo day yr

Company Name: _____

Street: _____

City: _____ State: _____

Zip Code: _____ Phone #: (_____) _____

1. Type of Company:_____
   1 = Food
   2 = Janitorial
   3 = Industrial(factory, etc.)
   4 = Service provider (church/park/agency)
   5 = Commercial(business/store/shop)
   6 = Construction
   7 = Education
   8 = Health care
   9 = Lodging
   10 = Other (Specify:_____)

2. Affiliation of Company:_____
   1 = Private/profit
   2 = Private non-profit
   3 = Local government
   4 = State government
   5 = Federal government

Consumer Information

3. Residential situation at time of placement:_____
   1 = Independent
   2 = Supported living arrangement
   3 = Sponsored placement (foster care)
   4 = Domiciliary care apartment (home for adults)
   5 = Supervised apartment
   6 = Parents
   7 = Other relatives
   8 = Group home/ halfway house
   9 = Other (Specify:_____)

4. Transportation to work used at time of placement:_____
   1 = Independent use of public transportation
   2 = Walks/rides bike or moped
   3 = Dependent use of public transportation (needed bus training)
   4 = Arranged paid car pool
   5 = Parent/friend drives
   6 = Handicapped transportation
   7 = Taxi
   8 = Other (Specify:_____)
   9 = Drives own vehicle

Please provide the following information on the individual who hired this consumer.

5. Name:_____

6. Age:_____ 1 = Under 30 2 = 30-45 3 = 45-60 4 = Over 60 5 = Unknown

7. Sex:_____ 1 = Male 2 = Female 3 = Unknown

8. Years of Education: _____ 1 = No college 2 = College 3 = Unknown

9. Years with Company:_____ 1 = Less than 1 year 2 = 1-2 years 3 = 2-5 years 4 = Over 5 years 5 = Unknown

	Yes	No	Unknown
10. Previous hiring & working history with handicapped:	___	___	___
11. Personal experience with handicapped(friend or family):	___	___	___

Please list any additional contact persons (CP) who should be added to the data base to receive periodic reports on this consumer:

1. Agency name_____

   CP-name (last)_____ (first)_____

   Street_____ City_____ State_____

   Zip Code_____ Phone #(_____)_____

2. Agency name_____

   CP-name (last)_____ (first)_____

   Street_____ City_____ State_____

   Zip Code_____ Phone #(_____)_____

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SUPERVISOR'S EVALUATION FORM (Revised 9/87)

Employee:
Name:_____
SSN:__ __ __/__ __/__ __ __ __

Staff:
Name:_____
I.D. Code:_____

Company:
Name:_____
I.D. Code:_____

Date:__ __/__ __/__ __
mo day yr

How was this Evaluation Completed? Personal _____Interview _____Phone _____Mail

Using the following scale, please check one number to the right of each question that best represents your opinion about this employee's present situation:

1	2	3	4	5
Extremely Dissatisfied	Somewhat Dissatisfied	Satisfied	Very Satisfied	Extremely Satisfied

How satisfied are you with this employee's. . .	1	2	3	4	5
1. . . .timeliness of arrival and departure from work?	__	__	__	__	__
2. . . .attendance?	__	__	__	__	__
3. . . .timeliness of breaks and lunch?	__	__	__	__	__
4. . . .appearance?	__	__	__	__	__
5. . . .general performance as compared to other workers?	__	__	__	__	__
6. . . .communication skills?	__	__	__	__	__
7. . . .consistency in task performance?	__	__	__	__	__
8. . . .work speed?	__	__	__	__	__
9. . . .quality of work?	__	__	__	__	__
10. . . .overall proficiency at this time?	__	__	__	__	__

11. Do you wish to meet with a representative from the program? Yes / No

Additional Comments:_____

_____

Name (print):_____ Phone #:(_____)_____

SIGNATURE: _____ TITLE (print):_____

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CONSUMER UPDATE (Revised 10/87)

Consumer:
Name: _____

SSN: __ __ __/__ __/__ __ __ __

Staff person assigned to this consumer:
Name: _____

ID: _____

Person completing this form: _____

Date: __ __/__ __/__ __
mo day yr

Present address of Consumer: Street _____

City _____ State _____

Zip Code _____ Phone (_____) _____

1. Current DRS case status for this consumer (Enter DRS code): _____
   If never served by DRS, enter none in the space provided.

2. Current residential situation (Select one only): _____

   1 = Independent
   2 = Supported living arrangement
   3 = Sponsored placement (foster care)
   4 = Domiciliary care apartment (home for adults)
   5 = Supervised apartment
   6 = Parents
   7 = Other relatives
   8 = Group home/halfway house
   9 = Other (Specify: _____)

3. Current primary mode of transportation to work
   (or mode used on last day of work; Select one only): _____

   1 = Independent use of public transportation
   2 = Walks/rides bike or moped
   3 = Dependent use of public transportation (needed bus training)
   4 = Arranged paid car pool
   5 = Parent/friend drives
   6 = Handicapped transportation
   7 = Taxi
   8 = Other (Specify: _____)
   9 = Drives own vehicle

4. Financial aid received by consumer at present or as of last day of work. (Circle yes or no for each selection), If yes, write the monthly amount received to the left of the selection.

_____ Yes / no 1 = None
_____ Yes / no 2 = SSI
_____ Yes / no 3 = SSDI
_____ Yes / no 4 = Medicaid
_____ Yes / no 5 = Medicare
_____ Yes / no 6 = Food Stamps
_____ Yes / no 7 = Public Assistance (Welfare)
_____ Yes / no 8 = Other (Specify:_____)

5. Total income from all government financial aid during the past month:_____

Please list any additional contact persons who should be added to the data base to receive periodic reports on this consumer.

(1) Agency name:_____

CP Name (Last)_____ (First)_____

Street_____ City_____ State_____

Zip code:_____ Phone(____)_____

(2) Agency name:_____

CP Name (Last)_____ (First)_____

Street_____ City_____ State_____

Zip code:_____ Phone(____)_____

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JOB UPDATE FORM (Revised 9/87)

Please complete one Job Update Form for each job the consumer had during the period in question. All items refer to this particular position at this particular company for this particular location.

Consumer:

Name:_____

SSN:__ __ __/__ __/__ __ __ __

Staff member completing this form:

Name:_____

ID Code:_____

Company:

Name:_____

Update Date:__ __ /__ __/__ __

ID Code:_____

Type of Service/Employment for this report (select one):_____

1 = Work activity or Sheltered employment
2 = Entrepreneurial
3 = Mobile work crew
4 = Enclave
5 = Supported job
6 = Supported competitive employment
7 = Time-limited (No on-going services anticipated)
8 = Other (Specify:_____)

Type of update: Ongoing:_____ Final:_____

Job Title:_____

Current hourly wage (or wage at last date of employment in this position):_____

Did a wage change occur since the last Job Screening or Job Update? Yes____ No____

If yes, then complete this section:
Hourly rate changed from $_____ to $_____ on _ _/_ _/_ _
Hourly rate changed from $_____ to $_____ on _ _/_ _/_ _

Number of Hours Worked Per Week:_____
Months Worked Per Year:_____

If less than 12 months per year, what months is the job not available?_____

Number of employees in this company at this location:_____

Number of employees without disabilities in immediate area (50 ft. radius):_____

Number of other employees with disabilities:_____;
In immediate area (50 ft. radius):_____

Number of other employees in this position:_____;
During the same hours:_____

Level of Social Contact (circle one):

(0) - Employment in a segregated setting in which the majority of interactions with persons without disabilities are with caregivers or service providers. Example: Adult Activity Center.

(1) - Employment in an integrated environment on a shift or position which is isolated. Contact with coworkers without disabilities or supervisors is minimal. Example: Night Janitor.

(2) - Employment in an integrated environment on a shift or position which is relatively isolated. Contact with coworkers without disabilities or supervisors is available at lunch or break. Example: Pot Scrubber.

(3) - Employment in an integrated environment in a position requiring a moderate level of task dependency and coworker interaction. Example: Dishwasher required to keep plate supply stacked for cooks.

(4) - Employment in an integrated environment in a position requiring a high degree of task dependency and coworker interaction and/or high level of contact with customers. Example: Busperson/Porter.

COMMENTS:

_____

_____

_____

_____

_____

_____

_____

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SEPARATION REPORT (Revised 9/87)

Consumer:
Name:_____

SSN:__ __ __/__ __/__ __ __ __

Staff person assigned to this consumer at time of separation:
Name:_____

I.D. Code:_____

Company:
Name:_____

I.D. Code:_____

Date of Report: __ __/__ __/__ __
mo day yr

Person Completing this Form:_____

Current Case Managers: DRS:_____

MHMR:_____

Date of Separation: __ __/__ __/__ __
mo day yr

Please indicate the major contributing factor to the separation of this consumer in this job.

1a. Type of separation:_____

1 = Resigned
2 = Laid off
3 = Terminated
4 = Leave of absence
5 = Retired
6 = Deceased

1b. Primary reason for separation (check only one):_____

1 = Transportation problems
2 = Moved away
3 = Does not want to work
4 = Parent/guardian initiated
5 = Economic situation, or business closed
6 = Slow work
7 = Low quality work
8 = Poor appearance
9 = Poor social skills
10 = Poor attendance/ tardiness
11 = Insubordinate/ aggressive/ violent
12 = Aberrant behavior
13 = Parent/guardian interference
14 = Poor work attitude
15 = Employer/co-workers uncomfortable
16 = Financial aid interference
17 = Required continual prompting
18 = Medical or health problems
19 = Poor job match (Explain:_____)
20 = Seasonal lay off
21 = Took better job
22 = Criminal behavior
23 = Retired
24 = Deceased
25 = Other (Specify:_____)

2. Following separation from this service/employment situation, is the consumer still considered to be a candidate for the services of this program (That is, the consumer returns to the referral pool, and will be actively considered for replacement)? ____
   1 = Yes
   2 = No

IF THE ANSWER TO ITEM 2 IS "NO", A DISCHARGE REPORT SHOULD ALSO BE FILLED OUT AT THIS TIME.

Please provide information about the individual who separated this consumer from this job, or the current supervisor when the consumer left the job.

3. Name:_____

4. Age:_____
   1 = under 30 4 = over 60
   2 = 30-45 5 = unknown
   3 = 45-60

5. Sex:_____ 1 = male 2 = female 3 = Unknown

6. Education:_____ 1 = No College 2 = College 3 = Unknown

7. Years with company:_____
   1 = Less than 1 year 4 = Over 5 years
   2 = 1-2 years 5 = Unknown
   3 = 2-5 years

	Yes	No	Unknown
8. Previous history of working with handicapped?:	___	___	___
9. Personal experience with handicapped(friend or family):	___	___	___

Please list any additional contact persons who should be added to the data base to receive periodic reports on this consumer:

1. Agency name_____
   CP-name (last)_____ (first)_____
   street_____ city_____state_____
   zip code_____ phone(___)_____
2. Agency name_____
   CP-name (last)_____ (first)_____
   street_____ city_____state_____
   zip code_____ phone(___)_____

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DISCHARGE REPORT (Revised 9/87)

Consumer:
Name:_____

SSN:__ __ __/__ __/__ __ __ __

Staff person assigned to this consumer at time of discharge:
Name:_____

I.D. Code:_____

Date: __ __ /__ __ /__ __
mo day yr

Date of Discharge: __ __ /__ __ /__ __
mo day yr

Person completing this form:_____

Current Case Managers: DRS:_____

MHMR:_____

1. Reason for Discharge (select one):_____
   1 = Obtained unsupported employment
   2 = Retired
   3 = Moved (not institutionalized)
   4 = Medical/Health problems
   5 = Deceased
   6 = Does not want to work
   7 = Institutionalized
   8 = Dissatisfied with project
   9 = Project initiated -- consistent poor work, uncooperative, etc.
  10 = Project initiated -- deemed capable of unsupported employment
  11 = Other (Specify:_____)

2. Type of Service/Employment Programs This Consumer will be Referred to (Circle Yes or No for each selection):
   Yes / No 00 = None
   Yes / No 01 = Day treatment
   Yes / No 02 = Psychosocial rehabilitation
   Yes / No 03 = Adult developmental/Activity center
   Yes / No 04 = Public school program
   Yes / No 05 = Work activity or Sheltered employment
   Yes / No 06 = Entrepreneurial
   Yes / No 07 = Mobile work crew
   Yes / No 08 = Enclave
   Yes / No 09 = Supported job
   Yes / No 10 = Supported competitive employment
   Yes / No 11 = Unsupported job
   Yes / No 12 = Continuation of present job (unsupported)
   Yes / No 13 = Other (Specify:_____)

FORM DEVELOPED BY THE REHABILITATION RESEARCH AND TRAINING CENTER / VIRGINIA COMMONWEALTH UNIVERSITY, IN COOPERATION WITH THE VIRGINIA DEPARTMENTS OF MENTAL HEALTH AND MENTAL RETARDATION AND REHABILITATIVE SERVICES (Revised 9/87).

Please overlay your letterhead in this space. The letterhead should designate the supported employment provider, not a state agency which represents more than one provider. Take care not to cover the page number designation or the title of the form. Also, do not change the layout of the form in any way.

PROVIDER INFORMATION FORM (Revised 7/87)

If this is an initial report, please complete the first page. If this is an annual report, please update the first page, and complete the second page.

Provider Name:_____

Provider I.D. Code:_____

Date: __ __/__ __/__ __ (mo day yr) Date of Startup: __ __/__ __/__ __ (mo day yr)

First day of Fiscal Year: __ __/__ __

Provider Address:
Street: _____
City: _____ State: _____
Zip Code: _____ Phone #: (____) _____

Primary Contact Person: _____

Title: _____

1. Affiliation of Provider: _____

1 = Private/profit
2 = Private non-profit
3 = Local government
4 = State government
5 = Federal government

2. Type of environment: _____

1 = Metropolitan 2 = Urban 3 = Rural

3. Please list all project expenditures through the end of the fiscal year.

	Annual Expenditure				Annual Income
	Direct service Wages & Fringe	Other Staff Wages & Fringe	Non-Support (Overhead)	Total	
1 = Entrepreneurial					
2 = Mobile work crew					
3 = Enclave					
4 = Supported competitive employment					
5 = Supported job (same as 4, but < minimum wage)					
6 = Other employment services (Specify: _____)					

Total Annual Budget:_____

FORM DEVELOPED BY THE REHABILITATION RESEARCH AND TRAINING CENTER / VIRGINIA COMMONWEALTH UNIVERSITY (Revised 7/87).

Please overlay your letterhead in this space. The letterhead should designate the supported employment provider, not a state agency which represents more than one provider. Take care not to cover the page number designation or the title of the form. Also, do not change the layout of the form in any way.

DIRECT SERVICE MONTHLY REPORT (Revised 4/87)

Instructions: This report is completed by the provider and should include each person who performed any direct service for the provider in the past month, including those individuals who terminated employment during the month.

Provider Name:_____

Provider I. D. Code:_____

Month: _____ __ __ (mo / yr) Date: __ __ /__ __ /__ __ (mo / day / yr)

Employment Specialist Name	I. D. Code	Total Hours Worked This Month	Job Title	% of Time Devoted to Supported Emp. Related Activities

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Please overlay your letterhead in this space. The letterhead should designate the supported employment provider, not a state agency which represents more than one provider. Take care not to cover the page number designation or the title of the form. Also, do not change the layout of the form in any way.

CONSUMER-SPECIFIC INTERVENTION TIME RECORDING SHEET (Revised 9/86a)

Consumer: Name:_____ SSN:__ __ __/__ __/__ __ __ __

Staff Member: Name:_____ ID Code:_____

Recording Period:__ __/__ __ (mo yr)

Case Managers: DRS:_____

MHMR:_____

Date (Month/Day)	/	/	/	/	/	/	/	/
INTERVENTION TIME DIRECTLY RELATED TO JOB SKILLS TRAINING (Hours:Minutes)								
1. ACTIVE (consumer and job coordinator at job site)								
2. INACTIVE (between periods of active intervention)								
INTERVENTION TIME INDIRECTLY RELATED TO JOB SKILLS TRAINING (Hours:Minutes)								
1. TRAVEL/TRANSPORTING								
2. CONSUMER TRAINING								
3. PROGRAM DEVELOPMENT (task analysis & behavioral intervention programs)								
4. DIRECT EMPLOYMENT ADVOCACY (work site related, includes consumer specific job development)								
5. INDIRECT EMPLOYMENT ADVOCACY (non-work site related)								
6. SCREENING AND EVALUATION (screening consumer for service eligibility)								
TOTAL (daily)								

FORM DEVELOPED BY THE REHABILITATION RESEARCH AND TRAINING CENTER / VIRGINIA COMMONWEALTH UNIVERSITY IN COOPERATION WITH THE VIRGINIA DEPARTMENTS OF VOCATIONAL REHABILITATION, AND MENTAL HEALTH AND MENTAL RETARDATION. (Revised 9/86a).

GENERAL DEFINITIONS

Enter the name and social security number (SSN), or affix preprinted label, of the consumer in the spaces provided. Also enter the name and I. D. number of the employment specialist who actually provided the intervention time recorded on this sheet.

INTERVENTION TIME DIRECTLY RELATED TO JOB SKILLS TRAINING

1. TIME ACTIVE: Time at job site actually spent working with consumer, including active observation. Includes ANYTHING DONE TO ACTIVELY TRAIN THE CONSUMER.

2. TIME INACTIVE: Time spent on the job site between periods of active intervention. This is time during which YOU HAVE REMOVED YOURSELF FROM ACTIVE INVOLVEMENT WITH AND/OR ACTIVE OBSERVATION OF THE CONSUMER.

INTERVENTION TIME INDIRECTLY RELATED TO JOB SKILLS TRAINING

1. TRAVEL/TRANSPORT TIME: Time used either in traveling to a job site, to a meeting about a consumer, to the consumer's home, or in transporting a consumer anywhere.

2. CONSUMER TRAINING TIME: Time spent TRAINING the CONSUMER in OTHER THAN DIRECTLY RELATED JOB SKILLS while he/she is NOT AT WORK. Examples are: money handling, grooming, counseling, bus training, family matters, etc.

3. CONSUMER PROGRAM DEVELOPMENT: This is time spent developing appropriate instructional plans (WRITING TASK ANALYSES AND BEHAVIORAL INTERVENTION PROGRAMS). Consumer-specific job development is NOT included here.

4. DIRECT EMPLOYMENT ADVOCACY TIME: Time spent ADVOCATING for the consumer WITH JOB SITE PERSONNEL FOR PURPOSES DIRECTLY RELATED TO EMPLOYMENT. These persons would include EMPLOYERS, SUPERVISORS, CO-WORKERS, AND CUSTOMERS. Consumer-specific job development is also included here.

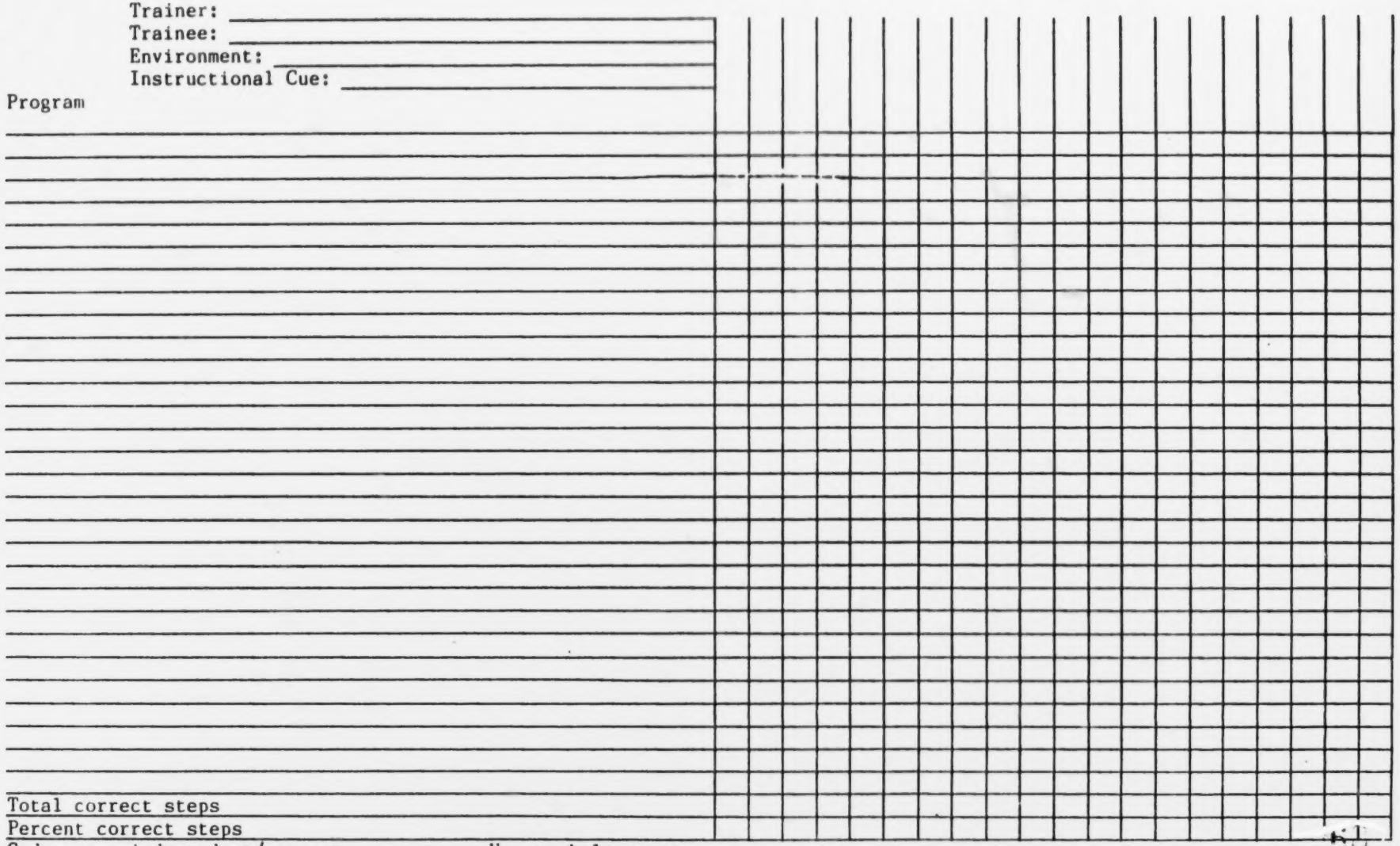
5. INDIRECT EMPLOYMENT ADVOCACY TIME: Time spent ADVOCATING WITH PERSONS NOT DIRECTLY AFFILIATED WITH THE EMPLOYMENT SITE. These persons would include BUS DRIVERS, SCHOOL PERSONNEL, LANDLORDS, CASE MANAGERS, BANK PERSONNEL, PARENTS, etc.

6. CONSUMER SCREENING/EVALUATION: Time spent SCREENING CONSUMER REFERRALS to determine eligibility for services or evaluating eligible consumers. Any time spent analyzing any information relevant to a consumer's employment potential is included here. The following, when done for purposes of screening or evaluation would be included here: REVIEWING CONSUMER RECORDS; CONSUMER INTERVIEW; COMMUNICATION WITH PARENTS or GUARDIANS OR INVOLVED AGENCIES; OBSERVATION OF CONSUMER IN REAL OR SIMULATED WORK SETTINGS.

NOTE: If intervention indirectly related to job skills training (for example, calling the employer of another consumer, or program development) is performed while inactive on the job site, do not record the time in both places, even if it was for two different consumers. Record the time as indirectly related to job skills training (in the appropriate category), rather than inactive time directly related to job skills training, even though you are at the job site.

VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Task Analytic Recording Sheet

Trainer: _____
Trainee: _____
Environment: _____
Instructional Cue: _____



Code: + = independent/correct
- = incorrect

V = verbal prompt
M = model prompt
P = physical prompt

Directions for Collecting Probe Data

1. Have the worker move to the appropriate work area unless movement is part of the task analysis.
2. Stand beside or behind the worker so that you do not interrupt work flow.
3. Say to the worker, "Scrub the pots."
4. Do not provide any prompts or reinforcement.
5. Record beside each step of the task analysis a (+) for correct performance or a (-) for incorrect performance.
6. After the worker has finished the task, stop the worker and begin training the task.

Direction for Collecting Prompt Data

1. Have worker move to appropriate work area unless movement is part of the task analysis.
2. Stand behind or beside worker so that you can quickly provide prompts when necessary.
3. Say to worker, "Scrub the pots."

*4. Wait 3-5 seconds for self-initiation of Step 1.

5. If correct, record (+) and proceed to Step 2.
6. If no response is given provide verbal prompts specific to step.
7. If correct, record (V) by step, and proceed to Step 2.
8. If no response is given after verbal prompt, provide model or gestural prompt specific to Step 1, with same verbal prompts.
9. If correct response is given, record (M) by step and proceed to Step 2.
10. If no response is given after a model prompt, provide a physical prompt to complete the step.
11. Record a (P) by the step and proceed to Step 2.
12. Repeat this procedure for each step until the worker completes the entire task.

*After a few seconds, go ahead and provide the prompt so that the worker does not make an error.

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VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Production Rate Recording Form

NAME: _____ MONTH: _____

TASK: _____ *STANDARD: _____

DATE	TIME STARTED TASK	TIME ENDED TASK	TOTAL TIME WORKED	UNITS COMPLETED	% OF STANDARD
			AVERAGE:		

(* STANDARD is the average number of units completed by nonhandicapped coworkers performing the same task within a specified period of time.)

Number of units completed within specified time frame
Standard number of units completed within same time frame = RATE

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Appendix D

Article

"Planning for Change: Interagency Initiatives for Supported Employment." Hill, M., Revell, G., Chernish, W., Morell, J., White, J., & Metzler, H. (1987). In Competitive Employment for Persons with Mental Retardation: From Research to Practice, Volume II. Virginia Commonwealth University, Rehabilitation Research and Training Center.

Planning For Change: Interagancy Initiatives for Supported Employment

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Abstract

Recent federal legislation and initiatives from the Office of Special Education and Rehabilitative Services and the Administration on Developmental Disabilities mandate that a priority be placed on employment of persons with severe disabilities (Elder, 1984; Will, 1984). No longer should agencies place adults with severe disabilities in day programs without meaningful work (i.e., work with acceptable wages, integrated work sites, challenging responsibilities, and social security benefits) for lack of an alternative. Yet, as agencies change philosophically in cooperation with federal initiatives, the lack of funds to initiate new services often overshadows efforts (Hill, 1986).

Successful job retention of persons with severe disabilities often depends on the availability of an array of supported employment options which include job placement, job training, and ongoing follow-along services in a variety of community integrated employment settings. However, a national trend toward budget reduction limits the ability of agencies to fund new programs; this problem is compounded by the unclear delegation of agency responsibility. With creative redistribution of funds and interagency cooperation, the current delivery of services is being changed in many states so that employment is becoming a reality for adults who have severe disabilities. This paper provides suggestions for agencies interested in exploring alternative service delivery, through a discussion of funding issues, and case studies of three Virginia locales which have begun to shift resources and have created interagency arrangements to facilitate such changes.

Planning for Change: Interagency Initiatives for Supported Employment

Introduction

Habilitators have long recognized the potential value of utilizing remunerative work to improve the quality of life for adults with severe disabilities. Many work oriented facilities were established in the early 70's with grants for equipment and buildings through the federal and state vocational rehabilitation system (Levitan & Taggart, 1982). These private facilities, with few resources and little business expertise, were asked to seek out friendly businesses within their communities which could provide remunerative work that could be used to train workers who were severely disabled. Yet, too often, this informal procedure resulted in simple, demeaning jobs with minimal remunerative reward. Sheltered work facilities expanded and multiplied during the 70's and early 80's; sheltered workshops were the service of choice by the Vocational Rehabilitation System and other private and public agencies. Work adjustment became the universal term for the training and placement of mentally retarded workers, yet few individuals were actually stabilized in community employment settings.

In an attempt to prepare workers for "normal employment," the federal and state financial support systems of the 70's reinforced workshops to simulate industry. Simulated work, however, reaped little remuneration. Following this round of financial incentives, habilitators were asked to establish developmental models with emphasis placed on pre-employment training programs. In the 80's, sheltered workshops were urged to industrialize and become self-sufficient.

Federal and state programs shaped facility development by providing

seed money for buildings and equipment, then by funding training programs to help persons with disabilities become employed, and finally, by funding developmental centers to assist persons with disabilities in the personal development seen as necessary for employment.

Throughout this transition process, one variable has remained constant: the need for remunerative work in order to employ persons with disabilities. Time-limited employment services (Will, 1984b) have been rehabilitation's traditional response to help individuals with disabilities receive services. Yet, time-limited employment, which has distinct beginning and ending points, is not on-going throughout the individual's employment tenure. Supported employment services are designed to provide more comprehensive employment assistance.

Supported employment is used when on-going (i.e., throughout employment) services are required for individuals to succeed in work settings. It typically targets persons with moderate, severe, or profound mental retardation, multi-disabling conditions, or autism. Generally, supported employment is for those individuals who have not been maintained in natural employment settings (Will, 1984b).

Supported employment programs are becoming a major issue for federal, state, local, and private social service agencies. Federal initiative is evident through the recent release of documents from the Office of Special Education and Rehabilitative Services (OSERS) at the U. S. Department of Education (Will, 1984a) and also at the U. S. Department of Health and Human Services Administration on Developmental Disabilities (ADD) (Elder, 1984). Additionally, there have been significant state and local program initiatives (O'Neill, 1984; Noble, 1984; Revell, Wehman, and

Arnold, 1984; Bates, Renzaglia, and Wehman, 1981; Bellamy, Horner, and Inman, 1979; Rusch, and Mithaug, 1980; Brown, et al., 1981), which are indicative of a national trend to provide new, more community integrated, vocational options for persons with severe disabilities. These "new" options have been initiated to meet the needs of the thousands of severely disabled persons who have not received employment services, or who have been considered "too hard to place or train" in natural settings.

The agency perspectives described in this paper are based on the philosophy that a disabled individual's total independence from habilitation providers service is not necessary for successful, long-term employment (Hill, M., Hill, J., Wehman, P., Revell, G., Dickerson, A., & Noble, J., in press). Society and the disabled individual benefit from employment (e.g., wages, reduced dependence on government aid, more normalized life, etc.) regardless of whether the disabled individual receives supportive services from public or private agencies. The traditional view of the ideal employment situation as one of "total independence" is largely responsible for the exclusion of persons with severe disabilities from habilitation efforts.

In cooperation with the Rehabilitation Research and Training Center (RRTC) at Virginia Commonwealth University, state and local agencies (the State Department of Mental Health and Mental Retardation, the State Department of Rehabilitative Services, Community Service Boards (CSB), private habilitation/rehabilitation organizations, and the public school system for school-age individuals) in Virginia are demonstrating substantial success in modifying existing programs to include new supported work options. It is important to emphasize that these new service options

have been designed for historically unemployed persons with severe disabilities.

Funding Considerations for Supported Work Programs

Nationally, a major barrier in promoting supported employment services is the funding of new services (Revell, Wehman & Arnold, 1984). This problem has been fostered by years of traditional agency service patterns. Vocational Rehabilitation (VR) agencies, for example, typically have purchased time-limited services for individuals who are expected to be totally independent in employment after a reasonably short period on the job. Often, pre-employment services are purchased which propose to lead to employment, but in many circumstances do not. Rarely have rehabilitative services been purchased which immediately resulted in paid, unsubsidized employment for persons with severe disabilities. The distinction between the traditional purchase of pre-employment services and the use of VR funds to purchase employment services under the supported work model is critical. Cooperative interagency efforts are essential during both the time-limited services of rehabilitation agencies and the long-term service and financing capabilities of public and private agencies.

Strategies for cooperative interagency funding include two primary components: 1) The use of public agency financial resources for time limited services to fund initial training and stabilizing efforts for a client in a competitive job, and 2) the funding of supported employment services for long-term and on-going follow-up and support by state and local public or private agencies (i.e., the agencies currently expending funds for adult day care, work adjustment, or sheltered work stations).

When reviewing the options listed below, note that we are emphasizing

the redirection of existing resources from programs that produce lesser outcomes to those which yield greater outcomes. It is also important to note that the options potentially available to fund the first component are diverse, while the options presently identified to fund the second phase are relatively limited.

Funding the Transitional Component

The state vocational rehabilitation program can assume a leadership role in the initial funding, management, and provision of transitional and supported work services. However, this program is time-limited, and its responsibilities must be transferred to other human service agencies to provide the ongoing support for persons placed into integrated employment settings.

Public agencies today rarely have the financial resources to significantly increase staffing levels; usually agency modification requires a redirection of existing staff. The combination of shrinking case service budgets and the direct nature of employment services provided through the supported work model serve as incentives for state vocational rehabilitation programs to redirect existing staff.

The state vocational rehabilitation agency has three basic mechanisms for distributing funds to potential services providers: fees for service, contracts, and grants. The fee for service program utilizes a vendor approach to provision of services (Hill, M., et al., in press; Hill, 1986). A vendor is approved to provide a defined service, and receives an authorization from an agency counselor to provide an identified number of service units (at a predetermined rate) for an individual consumer. The vendor and the counselor negotiate additional authorizations if

services are needed at the completion of this authorized service period to stabilize an individual in employment. The vendor usually does not have a guarantee from the agency on the number of persons who will receive services, or on the number of dollars that will be available during a projected period of time. A fee for service program works best when there is a mutual need for a service and consistent consumer demand for the service.

New vendors are likely to have difficulty with a start-up program that utilizes a fee for service funding base, due to high initial costs of establishing the service capability. The contract or grant approach to funding can be utilized to remedy this situation. The contract or grant approach establishes seed monies and a more secure funding base for the service provider. Frequently, state agencies will fund contracts and grants on a competitive basis following a request for proposal. A contract or grant can serve as a temporary funding mechanism to enable the provider to establish a needed service. When identified criteria are met, the funding mechanism can change to fee for service. Whether the funding mechanism is through fees, grants, contracts or a combination, the state vocational rehabilitation agency is a potential funder of the transitional phase of the supported work model.

It is important that advocates and potential providers of these services be willing to assist in (a) establishing the need for the proposed services, (b) assuring the content and capability of the service, (c) identifying the relationship of the planned service to existing services, (d) identifying resource needs, and (e) establishing the cost for the planned service and potential options for funding. The community vocational

rehabilitation counselors are primary allies in documenting the need for supported work services.

A variety of discretionary funding sources at the federal and state levels have recently been made available. The Administration on Developmental Disabilities is an increasingly significant potential source of funding through a state grant program, as are the grants announced through the U. S. Office of Special Education and Rehabilitation Services. The Federal Register provides daily information concerning discretionary grants and contracts. These various grants are usually funded on a competitive basis and can supplement the potential state funding pool for supported work.

In many communities, U.S. Department of Labor/Job Training Partnership Act (JTPA) funds are also an option for funding the transitional phase. JTPA funds appear to be most accessible when there is a high unemployment rate and when the monies are available on a competitive review process. The authority given by the JTPA program to the local community allows flexibility in addressing staffing costs and potential expenses for other services such as transportation. Because of the production requirements that are a part of the JPTA program, these funds are utilized most effectively in a supported work program where joint funding is available and allows persons who require a longer intervention period the staff time necessary to achieve job stabilization. The JTPA program is guided locally by Private Industry Councils (PIC) which go through a formal planning process to identify employment service needs. The regional Department of Labor office can identify the local PIC representative, who (in turn) can provide information on how resources are allocated in that particular community.

Funding the On-going Support Component

The provision of follow-up and maintenance services is critical to the success of supported employment. A true commitment to on-going support requires interagency cooperation and is crucial to the ultimate success of community integrated employment service programs. The state vocational rehabilitation agency, the local mental retardation program, and other community service providers, such as the public schools and work oriented facilities, must work together to fund and provide supported work services. For example, these agencies can work together cooperatively to structure an employment service program which places an emphasis on preparation for work (public education), transitioning into employment (vocational rehabilitation) and job maintenance (community mental retardation services). After the recipient of services has completed the transitional phase and the vocational rehabilitation agency completes the case closure, i.e., brings employee to stabilization, (Hill, 1986) the responsibility for funding and coordinating the on-going support services shifts to a different component of the service system. Given the current primary use of the supported work model by persons who are developmentally disabled, it is appropriate that state and local mental health/mental retardation systems or state developmental disabilities agencies provide funding for the on-going follow up and maintenance components of supported work programs.

These services can be provided by public agencies or be purchased from a vendor. Vendors of supported work services are usually in the form of a public agency, a private for profit organization, or a non-profit corporation. Each of these organizational types is currently receiving public agency funding in many states across the country (O'Neill, 1984;

Noble, 1984; Bellamy, Horner, and Inman, 1979) to provide supported employment services.

The variety of funding and organizational mechanisms found among agencies is often complex. The following case studies demonstrate the feasibility of establishing transitional and supported work programs in three Virginia adult service agencies.

Case Studies: Agencies Embracing Needed Change

Case Study 1: Virginia Beach Adult Services/Community Alternatives Inc.

Transition period. The transition from a traditional adult day program to a service organization that provides a variety of supported work opportunities requires a philosophical commitment from direct service and management staff as well as the physical reallocation of resources from traditional training activities to supported employment services. The first step in implementing a supportive work model is for the organization to determine that individuals with severe disabilities can and do want to work. Persons with disabilities, parents, guardians, and professionals in the field benefit from open discussions and public meetings evaluating various options and their associated outcomes. The healthy support constituency resulting from these meetings will prevent many problems down the road.

Planning for funding reallocation. Once the philosophical beliefs of the agency are supported, the staff should be reassigned to training activities which include a variety of employment options. Continuing program modification requires the reallocation of existing funds and the development of additional sources of financial support. Virginia Beach Adult Services reallocated public, state, and local funding to provide

supported employment services, and has recently become a vendor for transitional employment services through the Department of Rehabilitative Services (DRS).

The case service funds authorized through DRS are used for the intensive training required during the initial phase of employment. This component is designed to insure that the consumer will become proficient at the job and develop an appropriate working relationship with coworkers and supervisors.

Maintenance and follow along services which are essential to keeping an individual employed are funded through allocations from the community service board (CSB). In Virginia, the CSB is a group of appointed citizens who determine how the state Department of Mental Health and Mental Retardation (DMHMR) allowances will be spent. Follow-up and maintenance services include completion of supervisor evaluation forms, on site visits, phone calls to the employer, periodic contact with the consumer's family or counselor, as well as intensive training for as long as is required. The amount of follow-up varies depending on the needs of the consumer and the complexity of the job. This follow-up includes additional assistance with transportation, benefit reductions, communications between consumer and other employees, and retraining to sharpen skills or to learn a new task. If an employee needs a job more appropriately matched to his or her skills, DRS monies can be requested again.

Building the service array: Enclaves. Persons with severe disabilities in Virginia Beach may also participate in an enclave program which provides training and employment. Virginia Beach Adult Services established Community Alternatives, Inc. (CAI), a non-profit corporation

which secures contracts with private and government agencies to provide custodial, groundskeeping, and food services. These contracts offer part-time jobs (20 hours per week) and training to individuals who are being prepared for full time employment. Each employee is responsible for his or her transportation to the site and receives as much supervision as is necessary. The goal for each employee/trainee is demonstrated ability to handle the job requirements.

Individuals who have a difficult time holding competitive jobs can often succeed as enclave employees. In enclaves trainers can provide on-going intensive instructional support and/or exercise the option of transferring to other employment sites. The loss of financial remuneration and negative peer pressure also act as incentives for "staying on the job."

Some of the benefits of working at an enclave site include flexibility and stability. For example, if evening hours make the individual's attendance difficult, transportation can be provided (for a fee) to employees who work from 11 p.m. to 8 a.m. to remove this barrier.

Virginia Beach staff projects that, in the near future, 100 people who are disabled will be employed by CAI. These contracts represent nearly $1,000,000 in revenue, with approximately $600,000 of that amount being paid out in wages and benefits.

Summary: Virginia Beach. Six years ago there were very few employment opportunities for individuals with disabilities in Virginia Beach, especially for individuals with developmental disabilities. Today there are a wide range of employment options available. These new opportunities have been possible by reallocating existing resources.

Yearly expansion of community integrated employment programs is planned, anticipated, and welcomed.

Case Study 2: City of Alexandria / Alexandria Division of Mental Retardation / Project STEP / Electronic Assembly Services

Transition period. The Alexandria Department of Mental Retardation modified its vocational services from a traditional sheltered workshop program and developmental center to a service array which encompasses a variety of community integrated sites. Alexandria redeployed existing dollars and personpower, altering their approach to service delivery. Alexandria received assistance from the Virginia Department of Rehabilitative Services to support this program modification. Grant funds were used for staff, equipment, inservice training, and technical assistance.

The modification process was initiated by replicating two well-known supported employment programs: Project Employability for competitive employment, and the Specialized Training Program (STP) for a community integrated benchwork model. To replicate the STP model Alexandria opened Electronics Assembly Services (EAS) for those persons previously placed in the developmental activity center. Project STEP, based on Project Employability, was initiated to provide job coaching to individuals capable of maintaining competitive positions when given appropriate support.

These changes were not accomplished easily and have had ripple effects throughout the system. Since the mid 70's, Alexandria's sheltered workshop and developmental center has been run by a CSB contract agency. The best programs were considered to be those in which clients stayed within the sheltered setting, and school students were transitioned into a workshop,

rather than community based work alternatives. In addition, severely disabled people were engaged in practicing activities and prevocational tasks to prepare for work.

In early 1982, the agency became part of the city. The current organization believes that all persons should be able to engage in meaningful work, with service agencies being responsible for designing appropriate models with needed resources and skilled personpower. They also believe that workers need to be in the least restricted environment. With these beliefs came the realization that better transition services were needed in the community, so that community integrated employment could become a reality.

Reallocation of funds and building community support. The decision was made to rechannel existing dollars going into the developmental program into the Electronics Assembly Service (EAS). Staff were recruited whose skills matched the intense instructional strategy requirements of EAS programming. Parents and consumers were reassured that the desired change was good and that improvements were imminent. A final major task was enlisting community support and establishing that the new directions were undertaken with a planned approach and were based on the goal of improving outcomes for persons with disabilities.

With Project Step, it was necessary to convince the staff, parents, clients, and community that placement in jobs was a valued and achievable outcome. Once placements were made, the staff grew more optimistic and the consumers also began perceiving themselves as more capable. Early in the modification process, one workshop employee asked "Why should I want to go out and work when I can stay here and socialize with all my friends?". As

people became placed, however, the new elitism became, "I went on a job interview", or "I'm making this much money." The workers were reinforced for getting jobs, and subsequently peer pressure developed.

For many parents, jobs for their children were just an unrealistic fantasy. Their questions-- "Will nondisabled coworkers accept her?", "How will he get there?", or "What if she fails?"-- were real concerns. STEP staff dealt with issues that parents raised and reinforced the fact that their issues were real and deserved being addressed. After a few placements were made successfully, trust was established, and many previously skeptical parents began thinking of job placement as a viable option.

Continued funding of the program then became an issue. Since significant community support had been built up around the project, Alexandria redefined the job duties of an Activities for Daily Living (ADL) position into an aide position to add to the employment staff. This modification provided for greater employment outcomes. Alexandria's current service system includes a vendor agreement with DRS for initial training, while CSB funds are reallocated for on-going follow-up.

On-going evaluation. Once EAS and STEP were established, the CSB and direct service staff began reevaluating the entire vocational service system. Subsequently, Alexandria developed a long-range plan to replace the large sheltered workshop with numerous small, supported options. The plan was developed and presented to the community at a public hearing, allowing the community an opportunity for comment. The plan passed--with little opposition.

In the first phase of the plan, the community developed alternative

transitional programming for students leaving the school and entering adult services. For many years, the schools had purchased sheltered workshop slots for students aged 18 - 21. The past programs had been oriented around transition into the sheltered workshop. As the profile of adult services changed, the need for alternative transition services increased (see Wehman, Kregel & Barcus, 1985). CSB staff assisted in linking interagency personnel to appropriate school officials. In this way, Alexandria's school-to-work transition program began; efforts are being directed to the next supported work option.

Summary. In the short time that Alexandria has begun changing the service system, many outcomes have been realized. Many previously sheltered clients are now in competitive employment earning, in some cases, more than workshop staff. Schools are implementing alternative transitional programs and students are developing work histories which will enhance and facilitate their future employment. Persons with disabilities have an array of work options, and persons with severe to profound disabilities are earning wages in valued work. The changes that have been implemented have had a major effect throughout Alexandria's adult service system. Alexandria's goal is increased quality of life and independence for persons with disabilities.

Case Study 3: Norfolk, Virginia/Eggleston Center

Transition process. Norfolk's CSB, through the Norfolk Department of Mental Retardation, contracts for employment services with Eggleston Center, a rehabilitation facility. In the recent past, Eggleston Center was a traditional, non-community integrated, sheltered workshop. Chronically low consummer outcomes including wages, hours worked per week,

normalization of setting, and the inertia of a service waiting list, highlighted the need for change. With the support of local mental retardation funds and special project monies from the DRS, Eggleston began to add new employment options for Norfolk's disabled consumers. A competitive employment job coach team was established with matching money from Virginia Commonwealth University (VCU).

Funding issues. VCU faded out as the provider for this service, while maintaining the role of interagency facilitator, and Eggleston succeeded in becoming a vendor for time-limited employment services to stabilization. Subsequently, after repeated negotiation, the Norfolk CSB in cooperation with the Norfolk Department of Mental Retardation agreed to provide funds for the follow-up and maintenance of individuals placed into competitive employment who require on-going support. Each agency recognized that the maintenance of individuals in competitive sites after DRS had provided the more expensive initial funding was significantly cheaper (with higher outcomes) than maintaining the same individuals in sheltered environments. This movement, in turn, allowed individuals on an unmoving waiting list to receive attention. The CSB agreed to increase the level of support to the job coach team based on the team's ability to increase the number of persons with disabilities maintained in community jobs.

Adding to the service array. Enclave development was the next "additional" option for Norfolk consumers. As in Virginia Beach, enclaves allowed placement of individuals with greater behavioral diversity than was possible in the competitive employment sites. Frequently, consumers are able to attain competitive positions after enclave experience. This

flexibility of movement among options is the major key to maximizing consumer outcomes. Every community has unique industrial operations that have equally unique position descriptions. The challenge, for Eggleston and others, is to find the right job for each individual.

Summary

Clearly the time has come to overhaul our adult employment service delivery system. National leadership is needed to legislate redistribution of funds and to remove employment disincentives from antiquated public laws. The reallocation of existing funding must provide on-going support to individuals' post-employment rather than supporting an uncoordinated array of institutional programs.

Employment organizations have a responsibility to provide an array of employment options, from which individuals who are severely disabled can choose. These options should include job coaching in competitive employment, employment enclaves in the community, mobile work crews and other creative forms of supported employment that result in improved outcomes for the consumer. Funding should be channeled to resources that enable the person to work in the employment setting which is most conducive to the individual's abilities. To do this, funds must follow the individual into less restrictive employment settings. The hallmarks for conversion to a national and state funding model which would foster on-going support in an array of community integrated employment options will require the following. First, recognition on a state and national level that long term support to keep individuals with severe handicaps employed is a justifiable and cost effective expenditure. Major research efforts are indicating that post employment options are and can be

significantly more cost effective (Hill et al., in press; Rusch, 1981; Thornton, 1984). Second, federal and state agencies must overcome turf issues, and reshape the service delivery system to promote cooperation rather than alienation and isolation.

Organizations can shift the employment program emphasis from system oriented to person oriented, from facility oriented to personnel oriented. The key to these changes is education of human service providers and redirection of the human service delivery system which will allow flexibility to support individuals in a multitude of options. For every individual with disabilities there is a unique employment ecosystem which must be attended to on an individual basis. Individualized programming can be increased through use of the savings garnered from reductions in non-personnel costs as a result of the community-based facilities.

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